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JOURNAL OF EDUCATION

APRIL 4, 1932

Articles in This Issue—

Not Methods but Results	SUE HOFFMAN
Magazines in Teacher Training	DAVID A. WEAVER
Random Grouping	JAMES R. McGAUGHY
A Student's Philosophy of Life	O. MYKING MEHUS
Securing School Publicity	J. M. GWINN
Wholesale Changes in Arkansas	HOWARD A. DAWSON
For a Better Tomorrow	LAWTON B. EVANS
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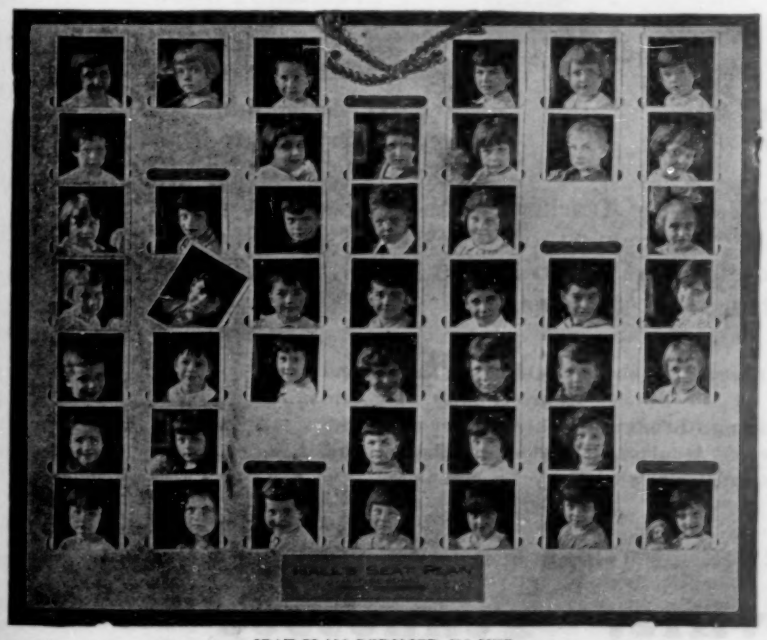

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JOURNAL OF EDUCATION

ALBERT E. WINSHIP and ANSON W. BELDING
Editors

ISOBEL R. LAY
Managing Editor

Table of Contents

APRIL 4, 1932

EDITORIALS:—
Teacher Training 271
Thinking in 1925 in 1932 271
Summer Credits 271
Mexican Life and Culture 271
Enjoy America 272
Three Cleanly Centuries 272
Europe for Culture in Comfort 272
David J. Malcolm 272
Ohio State Conference 272

TIMELY TOPICS 273
By Anson W. Belding
Not More But Better 273
"Be Yourself" 273
School Daze 273

NOT METHODS BUT RESULTS 274
By Sue Hoffman

MAGAZINES IN TEACHER TRAINING 275
By David A. Weaver

RANDOM GROUPING 276
By James R. McGaughy

A STUDENT'S PHILOSOPHY OF LIFE 277
By O. Myking Mehus

SECURING SCHOOL PUBLICITY 278
By J. M. Gwinn

WHOLESALE CHANGES IN ARKANSAS 279
By Howard A. Dawson

FOR A BETTER TOMORROW 281
By Lawton B. Evans

A NEW FORM OF OBJECTIVE TEST 282
By John D. Brooks

EVERYTEACHER 283
By Anson W. Belding

GETTING ALONG WITH OTHERS 284
By Arthur Dean

THEY SAY 285
COMING ON THE AIR 286
CHARACTER WORKSHOP 288
By Joseph B. Egan

BOOK TABLE 290
THE NEWS DIGEST 291
EQUIPMENT NOTES 297
GRINS BETWEEN GRINDS 297

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Indexes to Journal of Education are published annually with the last issue in December. The contents are also listed in the Education Ind.

Scanning This Issue

The educational theorist who arbitrarily prescribed a certain pattern of teaching for all teachers may have won admiration for a time, but that day is over. Read what Miss Hoffman has to say about this matter in her article, "Not Methods But Results."

•

Train teachers to grow, not to stagnate, is the advice of David A. Weaver, in his article, "Magazines in Teacher Training."

•

It isn't often that a college student reveals his wholesome views of life so clearly as the one cited by O. Myking Mehus on page 277.

•

We could not let Superintendent Gwinn's address at Washington get by without printing the gist of it for our readers. Schools must be properly advertised these days. Mr. Gwinn tells how it can be done.

•

Education in Arkansas was at low ebb when its leaders made up their minds to do something about it. What has been done and will continue to be done, in spite of difficulties, is ably reported by Dr. Howard A. Dawson, of the Arkansas Department of Education.

•

A contribution to the technique of testing is made by Professor John D. Brooks, in a statement on page 283.

•

We have been hearing for some time that the JOURNAL OF EDUCATION is a font of ideas, but we were quite overwhelmed to receive this tribute: "Recently our principal, Mr. ——— ——— of the ——— grammar school, desired teachers to bring into our faculty meetings articles of interest chosen from their professional reading. I can safely say that probably 75 per cent. of the articles brought to our attention are taken from your paper. Isn't that a recommendation worth mentioning?"

L. R. J———.
New London, Conn.

•

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Editorials

By Albert E. Winship

Teacher Training

TEACHER training was the first of the great activities to promote better American schools. Teacher training in America was created at Bridgewater, Massachusetts, by Nicholas Tillinghast.

Training children in schools was a creation of Edward A. Sheldon at Oswego, New York. He brought to the New World the spirit of child study and training of Rousseau, Froebel, and Pestalozzi.

Promoting universal scholarship through schools was the creation of James Pyle Wickersham at Millersville, Pennsylvania.

All public activities to promote better schools are in these three classes, individually or cooperatively.

Horace Mann was primarily responsible for everything that has been done for the promotion of better American schools, but he was never identified with any one of these activities which have created better American schools.

Horace Mann's purpose in establishing State Normal Schools was merely to meet a condition which he considered intolerable.

Horace Mann's purpose in establishing normal schools was to introduce methods of teaching, reading and ciphering which at that time could not be taught without learning a special way to teach them.

Nicholas Tillinghast was the first principal at Bridgewater, and the first principal of any American Normal School to remain as principal in any school in any place for six years. He was a graduate of the United States Military Academy at West Point, and had been on that faculty.

After six years as principal at Bridgewater he resigned rather than put his name on a diploma unless the student had been in school there for three semesters, which should count as one year.

Seven years after the first Normal School in the New World had been established, Horace Mann consented to a requirement of at least three semesters. These need not be consecutive, but they would count as a year's training for teaching.

Teacher training was the creation of Nicholas Tillinghast at Bridgewater.

The first extension of Bridgewater was at Bloomington, Illinois, where a group of Bridgewater teachers recreated a teacher-training institution.

• • •

Thinking in 1925 in 1932

WE RECENTLY praised a speaker on the Washington program of the Department of Superintendence for making his audience in 1932 think in the spirit and life of 1925. This has been called in question.

Most writers and speakers of 1932 assume that their hearers are thinking as well as living in 1932, in the depression of the world crisis. It was a rare achievement to make an audience in 1932 interpret the speaker's comments from the level of their thought and life as though they were literally thinking and living as they did seven years ago.

There is literally nothing in chemistry, physics, or astronomy of which one can speak or write in 1932 as he would have spoken or written in 1925.

It is equally true that it is impossible for any one to think of education academically, administratively or professionally in 1932 as he would have thought of it before the world crisis.

The Washington meeting of the Department of Superintendence in February, 1932, will be memorable because the leadership of the National Education Association and the Office of Education were dominated by personalities whose attainments are estimated and measured by the professional microscopes of the time of its activity, and whose school achievements shall be estimated and measured by the administrative telescope of the time of its activities.

The years of 1925 and 1932 are levels in education as distinct as they are in science as determined by the microscopes and telescopes of 1925 and 1932.

• • •

Summer Credits

ACADEMIC credits are as necessary to a teacher as pedigree is to a colt, and a teacher under forty years of age can easily earn in service all the academic credits ever needed.

A teacher can wisely use every other summer vacation in earning academic credits either in travel or in summer school.

There is something wrong with a teacher in these modern days who is not promoting professionalism to some extent every year in summer or winter.

• • •

Mexican Life and Culture

HUBERT C. HERRING, executive director of the committee on "Cultural Relations with Latin America," announces a three weeks' program of a seminar in Mexico for the "Cooperative Study of Mexican Life and Culture" in Mexico City, July 3 to 23.

This is the best opportunity that has been offered for a personal study of modern life in a Latin-American country. Field trips will be made to six of the populous districts of central Mexico,

where members of the seminar will be guests at the "casa" of the committee. The object of these trips is to visualize the historical background, to see the schools at work and to understand the indigenous culture of Mexico.

There is nothing in Latin America today more important in its cultural relations to the United States than the sections that will be studied in those trips.

This offers a vacation unsurpassed in restfulness, in comfort, in light cost, in geographical appreciation.

Hubert C. Herring's address is: 112 East 19th Street, New York City.

• • •

Enjoy America

THE world crisis makes it possible to know America more enjoyably at less cost than ever before.

You can go more miles in better railway coaches, with more sleeping-car luxuries, with better eating service, than was ever possible at as little cost.

There is no likelihood that there will ever be as attractive excursions East or West, North or South, at as little cost as there will be in vacation periods in 1932.

It has never been as important as now that all teachers should begin to know all America.

• • •

Three Cleanly Centuries

"CLEANLINESS Institute" is one of the vitalized and vitalizing school activities of America.

Cleanliness is a phase of godliness for which schools are responsible, and "Cleanliness Institute," New York City, is philosophically organized and scientifically administered for the good of society.

A special feature of promoting school attainments and achievements is the printing for teachers, parents, and children of a variety of aids, illustrative and otherwise, for every grade from the kindergarten to adult classes.

The culmination is an inexpensive booklet of 118 pages, paper covers, illustrated, "Cleanliness in Three Centuries": The Judd Family, 1730-1830-1930, by Alice Mary Kimball and Mary Alden Hopkins.

In 1730 a typical pioneer went from Newburyport, Massachusetts, to a forest on the Kennebec river about twenty miles from the ocean, and cleared a few acres, built a log cabin, protected himself from Indians and various wild animals, brought his wife, raised a family, and in a hundred years a cleanly, healthful, safe and sane community was wonderfully created. Nature had been conquered and cleanliness was established.

From 1830, in a hundred years later, this same community made a heroic struggle to promote physical cleanliness by the conquest of communicable diseases and various social evils, individual and neighborhood.

Since 1930 civilization has had its tragic struggle for civic, social, and industrial cleanliness.

This story of "Cleanliness in Three Centuries"—"The Judd Family" is as helpful and healthful a book as we have known. It is published by "Cleanliness Institute," 45 E. 17th Street, New York.

• • •

Europe for Culture in Comfort

THERE is one certainty in the midst of many uncertainties. There will be more comfort and more culture in European travel by tours this summer than in any ever arranged for any other summer.

Last summer broke all records, and the tourist organizations learned how to provide the touring that American teachers need, and how to eliminate what they don't want.

Teachers want restful comfort for every unit of expense, and teachers want information and inspiration that will be permanently personally and professionally resourceful.

There is no likelihood that it will be possible to get as much culture with the same comfort at the same cost in the future as will be possible in the school vacation of 1932.

• • •

David J. Malcolm

DAVID J. MALCOLM, superintendent, Charlemont, Massachusetts, has been appointed trustee of Massachusetts State College at Amherst. In this appointment Governor Ely recognizes the superior ability of one of the most scholarly men who has devoted himself to the creation of high cultural and agricultural conditions. Mr. Malcolm established his reputation in Western Massachusetts, and nationalized himself in South Dakota and in the state of Washington.

Upon his return to Western Massachusetts he was recognized as a leader in modernizing country schools and country life. He will bring to the State College a much needed experience and personality.

• • •

Ohio State Conference

THE Ohio State Conference in Columbus, April 7-9, will be one of the important events in education of the year. There will be two general sessions and thirty-six section meetings. There will be thirty-six out-of-state speakers. An attendance of 6,000 is expected.

The Ohio State University, George W. Rightmire, president, sponsors this twelfth annual state conference.

Timely Topics

Not More But Better

THE underlying cause of the phenomenal growth of school attendance in the United States may be found in these twelve words, frequently spoken by the typical parent:—

"I want my child to have a better education than I had."

If you listen to the typical parent a while longer you will hear that he wants his child to accomplish more than he himself has done, and to accomplish it more easily; he wants this same child to be able to seize opportunities which he, the parent, has been unable to grasp because of inadequate schooling.

Up to the present time the typical parent has had a rather sublime faith in education, which he measured by a quantitative yardstick. To have additional years of schooling was to be better prepared for life, he thought.

The logical outcome of such a faith was the crowding of high schools and colleges.

The trend has been toward lengthening the period spent in classrooms. But obviously there is a limit to this procedure. People cannot spend half their lives getting ready for a life work.

From this time forth, the demand is bound to be, not so broadly for "more education"—which is what the earlier parent meant when he asked for his child "better education"—but for education truly adapted to the best development of the individual child.

Qualitative yardsticks will be applied in place of quantitative ones.

Not more years in school but greater achievement while there. This will henceforth be the demand upon education. It is a demand which the schools themselves have been anticipating, to some extent, and getting ready to meet.

• • •

"Be Yourself"

AMERICANS have had just enough abuse from the lips of foreign visitors to appreciate words of approval from one of these strangers.

Gerhart Hauptmann, celebrated German dramatist, on leaving this country, remarked that he especially liked the slang expression, "Be yourself." It seemed to him to betoken a certain "easy naturalness" which characterized much that he saw of present-day American life. In Germany, by contrast, he finds no happy mean between formal manners and an extreme individualism which manifests itself in nudism and other crudities.

No doubt we in the United States are more fortunate than we usually realize in having a generation of young people who abhor sham and pretence: who desire to be their natural selves, and to be rated at their true worth. Extremists in this line are not altogether absent, as we all know. But a great deal of needless formalism has been cut away, with resulting gains in simple, wholesome, frank relationships which should be recognized and valued.

Relations between parents and children and between teachers and pupils are no longer as formal as they once were. But these relationships nowadays are friendlier. Persons in authority rarely assume false dignity, for it is sure to be punctured, and they know that they cannot go very far on flat tires.

• • •

School Daze

MANY a man, self-respecting and respected, will confess to you that in earlier years when he attended school he did not know what it was all about. He may not have worn a dunce cap, for the styles in school millinery had changed by the time he came along, but he felt like a dunce, and was frequently reminded of his dullness.

If the truth were known, the teacher, too, was in a daze, the same daze that surrounded the pupil. The teacher may have been supplied with booklore, but not with the means of penetrating the curtain of mist which submerged the pupil.

Here and there along the way, perchance, he met with a patient, understanding teacher, who was able to dispel the fog somewhat. Here and there a particular study or portion of a study would in itself appeal to him as meaningful or worthwhile, and he would emerge from the daze for a brief period, only to be re-enveloped by it.

School daze represented an enormous waste of time, unless—as often happened—the pupil spent his hours in profitable dreaming and planning about matters outside the narrow curriculum.

The schools are penetrating the daze. They see more clearly than ever what they have to accomplish, and how it may be done. And they know that the crux of the problem is to get the pupil interested in his own development, eager to learn because he is convinced that he can learn, and that there is pleasure and satisfaction in the process.

Anson W. Belding

Not Methods But Results

By SUE HOFFMAN

Demonstration Teacher, Washington State Normal School, Ellensburg

INSPIRATION, perspiration, and ventilation form a triumvirate by which all school situations can be met and conquered by the teacher of average ability, and the method will take care of itself, because out of the three a method will evolve which will fit the particular situation.

•

Inspiration

The background in subject matter is the fertile soil out of which the inspiration grows. All will agree that teachers should have a broad general education. They should know a little bit about everything and a whole lot about one thing, that one thing being the teaching business which includes a rich background in the specific field in which their teaching lies as well as a knowledge of technique. All progressive normal schools realize the importance of this background being equal to, or greater than, that of educational principles and methods. They realize the great vital truth that nothing is stable; all life is continuous change and ideas concerning methods change almost as frequently as style in dress and our methods must be continually adapted to fit the ever-changing situations of life. In relation to the statement that all life is continuous change, education needs to be a continuous process from the cradle to the grave. Therefore school life should instill the love of reading, which is the basis for the continuous educational process. In order to inspire this love of reading in the children, the teacher herself must love to read, and needs to be familiar with the different types of material which occupy the shelves for the free reading period that is a part of every progressive modern school program in the grade schools.

"The supervisor is one who sees the work of the school as a whole and plans with the room teacher, with the whole constantly in mind, so that there is sequence and unity, but does not curtail the freedom of the room teacher * * * Through sympathy, understanding and helpful suggestions the efficient supervisor inspires co-operation and maximum effort in the teacher."

•

This need for the love of reading has become doubly significant since the problem of how to spend the increasing leisure time is such an important one. Reading must necessarily be one of the most common agencies taking care of leisure, as it is the one agency which is the most applicable to all types of peoples, young or old, sick or well, rich or poor.

As the great world problem is how to establish universal and lasting peace, which can only be established by building friendly relationship not only with our immediate neighbors, but with the world in general, geography is a subject with which the prospective teacher needs to be thoroughly acquainted. History and geography are so closely related that it is unnecessary to speak of history as an isolated subject. Music, art, health, and other subjects must be included in the background.

•

Perspiration

With the background firmly established the teacher goes out into the field ready for business, and here the inspiration springs from the background, and perspiration joins it. Together they build the educational structure needed. No matter what the method, the structure should be thoroughly and carefully planned throughout. In this the wise teacher enlists the children as helpers because their interest will be keener if they are given a chance to suggest and help to work out the plans. After the stage is set, the teacher and pupils plan the work together, and then build step by step, being careful that each part fits perfectly, so that there is a unified carefully connected whole when it is finished. This building will include many activities so that the individual differences will be taken care of and so that all the different phases of school work are included as a related whole.

•

Ventilation

Without ventilation accompanying the perspiration it is impossible to build a structure that will function properly, as mental stagnation, to a certain degree, will ensue. Ventilation, in its broad sense, includes freedom of expression for the teacher as well as a suitable and attractive environment. In a teachers' college an instructor of a class in supervision asked her students what the term supervision meant to them. Various definitions were given. One student gave the following: "A supervisor is one who sees beyond the room teacher." This definition is significant in the modern interpretation of the term supervision. The supervisor is one who sees the work of the school as a whole and plans with the room teacher, with the whole constantly in mind, so that there is sequence

and unity, but yet does not curtail the freedom of the room teacher in working out her ideas in relation to the particular unit or problem. Through sympathy, understanding, and helpful suggestions the efficient supervisor inspires co-operation and the maximum effort in the teacher.

The school environment includes ventilation in its common sense, as fresh air, together with clean and attractive rooms with proper lighting, comfortable seating, desk facilities, and equipment in the way of supplies, textbooks, and supplementary books.

•

In the primary grades knowledge of the content subjects must be gained chiefly through observation, through sharing experiences, and through knowledge supplied orally by the teacher. By the time the child reaches the fourth grade he has developed sufficient skill in reading to wish to explore for himself in the great field of the content subjects. While we continue sharing experiences and the child's knowledge is enriched by the teacher, he is no longer content to receive all his information in this way. He should be supplied with attractive books on the content subjects which relate to his experiences and are on his level of ability, because, after all, it is principally what the child gets for himself and by himself under the wise guidance of the teacher that educates him.

•

A quotation from Dr. William C. Bagley will form a fitting conclusion: "If I were a supervisor I would sedulously avoid judging teachers by the methods that they used. I would judge them rather by the results they achieved. If one teacher could do a really fine piece of work on the socialized recitation plan, I would say use that plan; if another did passing well with the contract plan, I would say use that plan; if still another demonstrated ability to give direct systematic oral instruction in a stimulating and effective way, I certainly would not condemn that teacher on the ground that the instruction was by word of mouth or on the ground that the instruction was straightforward, and systematic, and therefore clearly out-of-date according to our American standards; and if still another teacher could teach textbook lessons well, I would say, in effect, 'God bless you, keep it up'; I should not condemn that teacher merely because other teachers foolishly expect the textbook automatically to do all their teaching for them, and naturally bring the whole system into disrepute."

Magazines in Teacher Training

By DAVID A. WEAVER

The College of the City of New York

HOW much attention should be given to the reading interests of college students?

No subject in the elementary school curriculum has received more consideration from specialists than reading. Aims, time allotment, amount of reading, speed and comprehension, oral and silent reading, children's interest in the subject and many other phases have been treated in a most thorough-going fashion. Pupils have been sent up the educational ladder with a reasonable degree of mastery in the mechanics of reading. Is it safe to assume that because the pupil has an interest in reading at the time, his needs in the field have been met for life? There are two answers and perhaps each is significant according to the philosophy prompting the reply.

It is believed, however, that reading, which is perhaps the most useful of the tool subjects, merits consideration even on the college level. Thus far little experimentation has been done with advanced groups.*

DAVID A. WEAVER

Upper classmen at the College of the City of New York who elect education courses, for the most part, are preparing to teach. An effort has been made to discover reading interests of students in one class each semester for two years, through the survey method. Of 160 students, only four read educational magazines for pleasure; six read them only when assigned. The reading interests of the majority of the students contributing to the data were invested in subject-matter fields with practically no knowledge of periodicals in the field of education.

A list of educational journals was supplied each of the classes

* Cuff, N. B., and Donovan, H. L., A. A. T. C. Quarterly, Vol. 1, Sept., 1931, p. 8.

with the suggestion that each member read an article of his choice weekly. For administrative purposes students were asked, in light of their own knowledge, to write a criticism of the article on a 3 x 5 card. The increased reading circle was accepted enthusiastically, but a written criticism was interpreted by a number of students as excess weight annexed to an already heavy schedule. The written report *was* probably of little value, except for its influence in establishing a new habit.†

•

One of the outcomes of this directed reading was the frequent reference to the readings in class discussions. Daily papers were scanned in search of current educational issues, and eventually those who came to scoff remained to praise. Unquestionably what has happened in the past has significance. Prospective teachers should be encouraged to keep themselves well informed of present progress if adaptation is to follow and a wholesome attitude toward "change" develop.

The information received in answer to a follow-up survey was too limited to be of great significance in drawing conclusions. It is believed, however, that the familiarity with the field of professional literature, association of educators with certain experiments, and various progressive movements yielded compound interest on the initial investments.

The journals read most frequently, according to the written reports were:—

School and Society
Journal of Education
School Review
Progressive Education
Educational Method
Journal of Educational Research
Education
Journal of Higher Education
Teachers College Record
National Education Association Journal
Journal of Applied Psychology
Elementary School Journal

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Since much of our best educational literature does not find its way into the textbook, it is a challenge to encourage students to read widely. Reading for pleasure is an excellent topic for professors to philosophize about, but one questions the harmony of this theory with practice, in many instances.

The ability to rank high on a given test is important, but for a prospective teacher other skills are needed in order that his kit of pedagogical tools perform their function. If colleges preparing teachers are not to "leave the weightier matters undone," more emphasis will be placed upon civic responsibility, constant adaptation to change, continuous professional growth, and an attitude of world brotherhood, rather than making examination grades the paramount issue of life. A natural outcome of this philosophy is that the student does not teach as he was taught to teach, but teaches as he was taught.

There are a number of factors which should be considered in determining the amount of direction college students need in their reading circle. A rigid system of examinations, part-time employment, attending college at a great sacrifice by the family, and a variety of outside activities are conditions which suggest the need of direction by the instructor in encouraging students to acquire the initiative to read extensively professional literature, though not assigned.

† William James, Talks to Teachers. New York: Henry Holt and Co., 1904, pp. 68-69.

Random Grouping

By JAMES R. McGAUGHY
Teachers College, Columbia University

IT seems fair to say that this policy of grouping pupils homogeneously has been accepted on the basis of authority rather than on the basis of facts scientifically secured through research and experimentation.

We seem to have adopted homogeneous grouping, and ever since that time to be trying to find out how it works and what to do about it, instead of experimenting on a scientific basis to determine whether or not to adopt it. We challenge anyone to point out in real life, outside of our penal institutions, anything remotely approaching homogeneous grouping.

It is bad enough that the necessities of school organization require a somewhat artificial classification into grade groups on such bases as chronological age or number of years spent in school. That we should go still further and divide each of these grade groups into sections on the basis of scores made by pupils on paper-and-pencil tests is most undesirable.

Many a bright boy with a blind spot in the field of creative English has had his life made miserable because his teacher has thought he was loafing when this field of activity has been the order of the day. The teacher does not know that even these brightest children have highly specialized abilities.

In the light of sound philosophy the best solution seems to be that of dividing each grade group into random or heterogeneous sections, then to impress upon each teacher the fact that there will be a tremendous range of ability confronting her as each activity is taken up. Under this plan the needs of individual pupils can be met, yet there will be no labeling and stigmatizing of the kind inherent in homogeneous or ability grouping.—*Address at Department of Superintendence Meeting.*

A Student's Philosophy of Life

By O. MYKING MEHUS

IT would be interesting to know what the college students of today are thinking, for their thinking of today will shape the destinies of the nation tomorrow. There are students whose sole aim in life is to make money, while there are others whose goal is to place their life where it can be of the greatest service in making this a better and a happier world in which to live. I believe that the latter group includes the large percentage of the college students of today.

A good way to get at the students' philosophy of life is not only to talk with individual students, but to visit their rooms and see what kind of pictures and mottoes they have hanging on the walls, for this will reveal their inner thoughts better than anything else. A student who has low aims would not see any sense in having an idealistic motto in his room, while a student who had a lofty purpose would not tolerate anything but the very best in his room. I should like to describe the room of one of the students in one of our higher institutions of learning which I think clearly gives his philosophy of life.

He had several photographs, pictures and pennants in his room. He had photographs of his parents, his sisters (and somebody else's sister), several college friends, and pictures of Wilson, Lincoln, and Washington. But what especially struck me were the mottoes and poems that hung on the walls of his room.

His idea of the place of work in life was clearly shown by the following: "Genius is ninety per cent. perspiration and ten per cent. inspiration" and "Good luck is a lazy man's estimate of a worker's success." The following expressed his opinion in regard to the use of spare time: "You can generally tell what a man is by what he does when he has nothing to do."

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His philosophy of what constituted true happiness was expressed by the following: "The happy state of mind so rarely possessed in which we can say, 'I have enough,' is the highest attainment of philosophy. Happiness consists not in possessing much, but in being content with what we possess. He who wants little always has enough." And again, "In spite of all allurements which riches or titles may boast, the most solid and valuable is a true friend."

Then he pointed with pride to a poem which he said his sister had sent him and which meant all the world to him. This is the poem:—

"I'd like to be the sort of friend that you have been to me,
I'd like to be the help that you've been always glad to be;
I'd like to mean as much to you each minute of the day
As you have meant, old friend of mine, to me along the way.
I'd like to do the big things and the splendid things for you,
To brush the gray from out your skies and leave them only blue;
I'd like to say the kindly things that I so oft have heard
And feel that I could rouse your soul the way that mine you've stirred,
And could I have one wish this day, this only would it be,
I'd like to be the sort of friend that you have been to me."

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There were some other sayings on happiness and cheerfulness: "Happiness is a perfume you cannot pour on others without getting a few drops yourself"; "A two-cent smile gets more for you than a ten-dollar frown"; and the following little verse:—

"'Tis the everyday things that really count,
And the everyday people we know;
And everyday kindnesses go very far,
Toward making a heaven below."

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His aim in life seemed to be service, for several of his mottoes expressed that sentiment. For instance, on one of the walls I saw the following motto:—

"Learning to do
Doing to earn
Earning to live
Living to serve."

A beautiful framed poem, "Others," hung just above his table:—

"Lord, help me live from day to day
In such a self-forgetful way
That even when I kneel to pray
My prayer shall be for—OTHERS.

"Help me in all the work I do
To ever be sincere and true
And know that all I'd do for you,
Must needs be done for—OTHERS.

"Let 'Self' be crucified and slain
And buried deep, and all in vain
May efforts be to rise again,
Unless to live for—OTHERS.

"And when my work on earth is done
And my new work in Heaven's begun
May I forget the crown I've won,
While thinking still of—OTHERS.

"Others, Lord, yes, others,
Let this my motto be,
Help me to live for others,
That I may live for Thee."

After I had read the above I asked the student if he knew the story of the poem, and he admitted that he did not, so I told him how at one time General Booth of the Salvation Army desired to send a New Year's greeting to all the Salvation Army posts in the world. Cablegrams are expensive, and have to be short, and General Booth boiled his message down to one word — OTHERS — the biggest word in the whole dictionary.

So that was his whole message, and it was enough.

There were some other quotations on happiness. There was one by Mrs. Besant as follows: "Even in ordinary life the unselfish people are the happiest—those who work to make others happy and who forget themselves. The dissatisfied people are those who are seeking happiness for themselves."

The same thought was expressed in the following by Brook Herford: "Go forth into the busy world and love it; interest yourself in its life; mingle kindly with its joys and sorrows; try what you can do for men rather than what you can make them do for you, and you will know what it is to have men yours, better than if you were their king or master." And again F. Yorke Powell said: "It is not in a man's creed, but in his deeds; not in his knowledge, but in his wisdom; not in his power, but in his sympathy; that there lies the essence of what is good and what will last in human life."

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Tolerance was part of his mental make-up as I surmised from the following: "The man who has learned that it is just as easy for him to be wrong as the other fellow, has acquired valuable knowledge."

But although he believed in tolerance, he also believed in standing up for his convictions, for he had the well-known quotation from Channing: "Wait not till you are backed by numbers. Wait not until you are sure of an echo from a crowd. The fewer the voices on the side of truth, the more distinct and strong must be your own."

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Faith in conversion, prayer, and immortality was shown by quotations from Ruskin, Phillips Brooks, and Henry Van Dyke. Ruskin said: "You have the child's character in these four things—humility, faith, charity, and cheerfulness. That is what you have to be converted to." In speaking of prayer Brooks said: "Oh, do not pray for easy lives. Pray to be stronger men. Do not pray for tasks equal to your powers. Pray for powers equal to your tasks. Then the doing of your work shall be no miracle, but you shall be a miracle. Every day you shall wonder at yourself—at the richness of life which has come to you by the grace of God." In speaking of how to prepare for eternity Van Dyke said: "There is only one way to get ready for immortality, and that is to love this life and live it as bravely and faithfully and cheerfully as we can."

After I had copied the above quotations and mottoes, I thanked the student for his courtesy, and left him with the wish that he would be able to live up to his ideals. If only more students had the above mottoes and sentiments as part of their philosophy of life, our nation would be a stronger and a better nation. The spirit of service is the essential thing.

Securing School Publicity

By J. M. GWINN

Superintendent, San Francisco

SCHOOL superintendents are inclined to be idealists and optimists and to believe that the good work done in the schools will speak for itself. Unfortunately good work does not speak for itself. The schools need an advocate with the people.

Many splendid endeavors have been made in recent years to carry the people to the schools. Parent - Teacher Associations, American Education Week, visiting days, exhibits and attractive entertainments have brought thousands within the doors of the schools, but have failed to reach the millions.

The schools must be carried to the people and not once or twice a year but through all the weeks of the year. The press is the most effective means of carrying the schools to the people. It is also powerful to influence the public mind. Fortunate, indeed, is the school system that has a favorable press.

Modern business has pointed the way for the schools in publicity. The news bureau of a modern business institution aids both the institution and the press. A school news bureau should be established and function both as a reservoir and as a clearing house for news from the whole system and especially from the Board of Education and the superintendent's office. The news bureau should discover the news stories and put them in form for the reporters and should maintain cordial relations between the schools and the press. The news bureau often can assist the reporters through providing photographs or in assisting the press to secure materials for illustration of new stories.

The policy of the school system in reference to news should be thoroughly understood by all principals. Principals should keep in touch with the superintendent's office in regard to all inquiries and requests made by newspapers for new stories.

The school superintendent must see to it that the message of the accomplishments of the schools is carried in the newspapers and magazines not in the spirit of self-seeking notoriety but for the definite purpose of building public opinion in support of the most vital and the most important institution of modern society, namely, the public schools.—*Address at Department of Superintendence Meeting.*

Wholesale Changes in Arkansas

By HOWARD A. DAWSON, Ph.D.
Director of Research and Surveys
Arkansas State Department of Education

DURING the period of 1929-31 the public school system of Arkansas experienced some fundamental changes on a larger scale than probably any other state has undergone in an equal length of time. In accordance with a state-wide plan for the re-organization and consolidation of local schools and a new plan of state school finance the number of local units of control and taxation was reduced from 4,598 in 1928 to 3,193 in 1931, and 403 consolidated schools were established. During this period the high school enrollment increased from 34,000 to 41,000, or 20.6 per cent.; the number of pupils transported to school daily increased from 13,000 to 46,000, or 393 per cent.; and $6,285,000 was spent for 352 new buildings for consolidated centres. Of these projects 221 were buildings for more than three teachers, and they cost $5,876,000, and 163 of these buildings were for six or more teachers.

A Definite Plan for School Consolidation

The program of consolidation in Arkansas is unique in that it has taken place not by mere chance, but in accordance with plans worked out in advance, taking into consideration all of the territory in each county of the state; and in that it has been made the basis of a state plan of school finance. The Legislature of 1927 set up the plan for a state equalizing fund for the public schools. A tentative study of typical areas of the state showed the need for larger schools and local taxing units if standard school facilities such as those required of schools accredited by the State Department of Education, especially high school facilities, were to be made available throughout the state at the most economical cost. This study showed the close relationship between the administration of the state equalizing fund and the organization of local schools. Experience with consolidated schools that had been established in a more or less haphazard manner during the past ten years indicated the need to avoid a future program of super-consolidation by planning in advance a school system that would consider the needs of all the children in every area and community of the state. The facts that of 433 public high schools 340 had fewer than one hundred pupils and 244 of these had less than fifty pupils each, and that the cost per pupil for instruction in these small schools averaged twice as much as in high schools having one hundred or more pupils enrolled, indicated, from a financial standpoint alone, the need for combining and enlarging high schools and the desirability of not establishing additional small high schools where large ones are possible.

Standards for Consolidating Schools

Standards concerning the characteristics of the kind of schools that should be maintained were set up by the staff of the State Department of Education, and each county was studied for the purpose of setting up a plan of school organization that would make possible the realization of these standards throughout the state. The following guiding principles were constantly kept in mind by the staff making the studies of the counties:—

1. School systems should be organized on the basis of a six-year elementary school and a six-year high school, or on the basis of a six-year elementary school and a three-year junior high school and a three-year senior high school. Each elementary school should have a minimum of 200 pupils in average daily attendance and six teachers. Each junior high school should have a minimum of 100 pupils and four teachers. Each senior school should have a minimum of 100 pupils and four teachers. Each six-year high school should have a minimum of 150 pupils and six teachers.

   In all cases where possible, larger schools than those called for by these standards should be set up. Where the topography of the county, the road conditions, and community life make smaller schools seem desirable, then smaller schools may be recommended, but in any case a special effort should be made to have no teachers in the elementary school who teach more than three grades, and no high school with less than ninety pupils and three teachers.

2. The general topography of the country as well as the present and probable future condition of the roads should be considered in determining the location of schools. The existence of community lines and community activities should always be taken into consideration. Where the removal of a school would do too much violence to certain well established community enterprises and activities, an effort should be made to provide for at least an elementary school.

3. No pupils should be expected to spend more than two hours daily in traveling to and from school. Transportation should be provided for all pupils living more than two miles from school.

4. Every child is entitled to attend school in a building that meets modern standards as to educational requirements, safety, sanitation and hygiene.

Procedure in Planning Consolidations

The first step in setting up the proposed re-organized school system was to analyze the present schools, showing the results produced in different sizes and types of schools, and showing the differences in educational opportunities that resulted from the maintenance of small districts and the operation of small schools. Such information was used chiefly for publicity material and in trying to persuade the people that larger schools and school units were needed.

The second step involved the making of maps showing the topography of the county, the location of highways, and the location of present schools. Another map was made showing the distribution of the school population, one dot being made for each child six to seventeen years of age. A careful analysis of each school building was made to determine whether its construction and location made its future use feasible.

A careful investigation was made as to the grade distribution of pupils in the present schools in the different areas of the county. This information was used as one basis for recommending the location of schools which would comply with standards adopted.

When the location of a school in which twelve grades of work were to be offered was settled upon, the boundaries of the territory from which children would come to this central school for high school purposes, were fixed. These boundaries determined the proposed school district which would constitute a local unit for school support and administration. Within each of these districts there would be at least one school offering twelve grades of work; probably one or more schools offering nine grades of work; and one or more schools offering six grades of work, located in outlying parts of the district.

Complete descriptions of each bus route, the number of children to be transported, the distance to be traveled, the types of road over which the bus would operate, and the cost of each route were given.

A plan was presented showing the location of school plants, the plans for new buildings, specifications as to the type and amount of equipment needed, and the total cost of each building project.

A budget for each consolidated school was worked out in detail, first on a uniform schedule as to salaries and other costs, and then if the revenue permitted it, on a somewhat higher scale. Wherever the revenue was found to be insufficient to maintain school on the basis of the state standards as to cost, the difference between the revenue and the cost represented the amount of additional state funds needed from the State Equalizing Fund.

The Type of District

The re-organized school system proposed in Arkansas is based upon establishing large local districts less than the county. This was done because there was no legal machinery through which the county could be organized into one unit. The school program in each county was planned in such a way that when the counties can be organized on the county unit basis, the locations of the schools will in no way be changed. Wherever it was necessary to cross county lines to re-organize adequate school units, there was no hesitation in doing so. The school law makes ample provision for the creation of districts in two or more counties and for the transfer of children from one county to another for school purposes.

Two Features of the Plan

Two things about this plan were especially interesting. First, it laid a basis for the school building program of the state, and second, it laid the basis for the administration of the State Equalizing Fund. The State Board of Education consistently refused to lend money from the State Revolving Loan Fund for the construction of buildings which did not conform to the county-wide plan of school re-organization. In granting aid from the State Equalizing Fund, the State Board of Education gave first, though not exclusive, consideration to consolidated schools which conformed to the county-wide plan.

Provisions of the Plan

The plan, when completed, calls for 307 districts in which it is proposed to establish 307 twelve-grade schools, 590 nine-grade schools, 647 six-grade schools, and 270 isolated eight-grade schools. In these schools there will be needed 5,251 elementary teachers and 2,582 high school teachers as compared with 7,699 elementary teachers and 2,102 high school teachers now employed. These statistics do not include seven cities, nor the negro schools. Plans for the re-organization of negro schools are now being worked out.

An Example of Results Produced

Logan County, which is a rather typical mountain county in Arkansas, having less per capita wealth than the average county of the state, offers a good example of the results produced by this program. In 1927-28 there were 99 school districts; 99 school buildings; 204 teachers; 58 one-room schools; and 600 high school students. In 1930-31 there were 25 school districts; 38 school buildings, fifteen of which were located in districts in which transportation is not practical; 147 teachers; and the high school enrollment had increased to 850 pupils, which was a 40 per cent. increase in two years. In 1927-28 there were no school buses, and no children were transported to school; in 1930-31 there were 46 buses transporting 1,325 children. In 1927-28 only about 10 per

cent. of the pupils were in schooi buildings meeting standard specifications and in 1930-31 more than 90 per cent. of the children were attending school in buildings constructed according to plans and specifications provided by or approved by the State Department of Education.

Other examples equally as striking can be taken from different areas of the state.

Conclusions Reached

These county-wide studies, in so far as the State of Arkansas is concerned, have pointed to certain definite conclusions, as follows:—

1. The state in apportioning the benefits of its funds must consider the burden to be borne by each community, and the ability of the community to bear that burden.
2. The state in apportioning the benefits of its funds must do so on the basis of real educational units rather than upon the basis of political subdivisions as they exist. This is another way of saying that the political subdivisions for administrative and taxing purposes should be natural economic units to serve people who are united in economic and social ways.
2. In the small school unit there is little or no relationship between the money available per child and the educational results produced. On the whole, educational results are always relatively poor in small schools.
4. All consolidated school districts do not cost more money than the number of small districts that go to making up the large one.
5. The most economical fiscal unit for the support of schools is the state, the next most economical the county, and the least economical is the local district less than the county, and the smaller the local district the less economical it is.

The Present Situation

The debacle of bank failures occurring in the fall of 1930 in Arkansas halted progress in schools as well as nearly everything else. Since the spring of 1931 there has been but little further activity in the expansion of the school program. The revenue for the State Equalizing Fund, which comes from the income tax and the tobacco tax, has been considerably depleted. Many school districts during the past ten years, that had operated from year to year by anticipating the tax revenue through loans from banks have been unable to negotiate such loans, and have been compelled to liquidate their outstanding indebtedness. For these reasons the public schools in large areas of the state are suffering greater hardships than they have in years. The recent program of expansion has had practically nothing to do with this condition, because every program was planned on a basis which could be financed, barring such unforeseen contingencies as those produced by the present economic depression. The State Board of Education now has underway an investigation, seeking a remedy for the present financial plight of the schools. Arkansas may be halted, but her leaders do not think she is stopped.

For a Better Tomorrow

By LAWTON B. EVANS

Superintendent, Augusta, Georgia

THE time has come for us to take a new angle on the teaching of American history. It should no longer be America first and the rest of the world go hang, but it should be America and the rest of the world so interdependent that one cannot get along without the other.

It is time for America to lay aside its selfishness and its spirit of isolation, and recognizing its greatness and its opportunity, to make an effort to be the big brother of the world and lend its great influence and wealth to relieve the distressing situation that exists everywhere.

The present generation the world over is war-minded, because it has been brought up in the schools to believe most fervently in the glory of each individual nation and in the greatness of its conquests. Other nations are the same way. The next generation should be made peace-minded and international-minded by being taught less of the glory of war and more of its horrors, less of the necessity of conquest and more of its iniquities, less of the wonders of our own country and more of other peoples and their troubles and perplexities, and even of their glories. If the world mind is to be a mind of peace and goodwill it will come through the schools, through the teaching of children, and through the words of the schoolmaster more than by conventions and agreements and treaties among the peoples themselves. As long as the great mass of the population is war-minded there will be wars. If we can make the next generation peace-minded there will be peace.

We are laying down the foundations of popular opinion, popular prejudice, and popular action for the years to come. Our future statesmen are now in our schools. As we teach them today, so they will think and act in the days to come. We can make them selfish, self-centred, self-seeking, and American-minded only, or we can make them generous, broad-minded, and world-minded, and peace-loving. We, in the schools, are now training the men who will rule the world a generation hence.—*Address at Department of Superintendence Meeting.*

A New Form of Objective Test

By JOHN D. BROOKS

Professor of Education, Wilson College, Chambersburg, Pennsylvania

THE forms of objective tests—true-false, completion, multiple choice, best answer, matching, etc.—which multiplied with such rapidity some years ago, have been rather static for some time, so far as the producing of new varieties of testing devices is concerned.

I have found the following objective test most satisfactory in several years' use. So far as I am aware, it is original. I have used this form only in history of education and introduction to education. Something similar could be used, however, with any content subject.

The items are limited to one hundred. Each pupil is handed a sheet, and asked to underline all words he can define. The fact that he is required to define every fifth one underlined puts a check on too liberal interlineations.

By reading over the definitions given and evaluating them carefully, the teacher can form as accurate a judgment as if every term underlined were defined. If seventy-five are underlined and fifteen are defined, and twelve definitions are satisfactory, the pupil's mark would be 80 per cent. of seventy-five, or 60 per cent., if ten satisfactory, 50 per cent. If all terms are underlined and all definitions are satisfactory, the pupil receives, of course, 100 per cent.

JOHN D. BROOKS

Since the papers are all handed in, the test can be used for successive years without danger of papers being passed from class to class, as is sometimes done in colleges. There is no copyright on it and it is contributed in the hope that it may relieve somewhat one item of inescapable drudgery that besets every teacher, and also vary the monotony of formal examinations for both pupil and teacher.

Final Examination

Underline and number in order the terms below that you can define accurately. Write a careful definition of every fifth term underlined, and hand in with this sheet. Put your name on each sheet.

1. Academies
2. Acceleration
3. Accomplishment Quotien.
4. Administrative Units
5. Adolescence
6. Age Grade Table
7. Americanization
8. Analysis
9. Associative Learning
10. Attention
11. Ayres Writing Scale
12. Basic Studies
13. Biological Inheritance
14. Certification
15. Chronological Age
16. City School Societies
17. Community Centre
18. Compulsory Attendance
19. Consolidation
20. Content Subjects
21. Continuation Schools
22. County Unit
23. Courtis Tests
24. Curiosity
25. Curriculum
26. Deductive Thinking
27. Delegated Authority
28. Diagnostic Test
29. District Unit
30. Education
31. Educational Philosophy (yours)
32. Educational Psychology
33. Educational Tests
34. Extension Education
35. Expression Subjects
36. Free School
37. Froebel
38. Five Formal Steps
39. Formal Discipline
40. Gary Plan
41. Habit
42. Heredity
43. Home Project
44. Homogeneous Grouping
45. Identical Elements
46. Inductive Thinking
47. Inferiority Complex
48. Instincts
49. Intelligence
50. Intelligence Quotient
51. Junior College
52. Junior High School
53. Kindergarten
54. Latin Grammar School
55. Learning Curves
56. Learned Responses
57. Memory
58. Mental Age
59. Mental Discipline
60. Monitorial School
61. Morrill Act
62. Motivation
63. Native Ability
64. Neurones
65. Norms
66. Parochial Schools
67. Parallel Course Plan
68. Pauper Schools
69. Pedagogical Age
70. Percept
71. Perceptual Learning
72. Pestalozzi
73. Physiological Age
74. Platoon School
75. Problem Method
76. Project
77. Psychological Age
78. School Budget
79. School Code
80. School Principal
81. School Superintendent
82. School Survey
83. Senior High School
84. Skill
85. Smith Hughes Act
86. Smith Lever Act
87. Social Age
88. Socialized Recitation
89. Social Understanding
90. Standard Educational Tests
91. Stanford Scale
92. Subnormal
93. Supervised Study
94. Synthesis
95. Tenure
96. Township Unit
97. Transfer of Training
98. University
99. Visiting Teacher
100. Vocational Guidance

Everyteacher

By ANSON W. BELDING

The Greatest Reward

Dear Mr. Belding: You ask what is the greatest reward in teaching. My greatest reward comes from the feeling that perhaps I am helping, in some measure, boys and girls attain a higher level of life.

I can imagine the satisfaction that an engineer has when he beholds a great bridge that he planned rendering an inestimable service to humanity. I can conceive how gratified a statesman may be when laws that he has sponsored work out for the benefit of mankind. But how much greater is the joy of the teacher who sees lives of boys and girls grow large, rich, and noble, and who dares believe that he has had some part in the development of those lives.

If the object of life is to make the world a little better, surely the teacher has the finest opportunity of all. In the consciousness of some slight fulfillment of that opportunity lies the teacher's greatest reward.

Sincerely yours,
Everett V. Perkins.
Principal, Cony High School
Augusta, Maine.

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That Neighborly Instinct

DID you ever notice, when traveling unfamiliar roads or making your way about in a strange city, how willing people are to answer your questions, and how sincerely regretful they seem to be when unable to give you the desired directions?

Children and young folks are in the position of visitors to an unknown country.

Teachers are willing guides.

A drawback to the teacher's success may be the apathy of the boys and girls. They do not sense their need of guidance. Directions, perchance, have been too freely given. Or, on the other hand, they may have been given grudgingly or confusingly. Still another flaw in the service tendered by the teacher may be—that he not only directs but dictates.

What would you think of the policeman who, when you asked the way to Oakdale, informed you how to get to Mapleville, and insisted that you go there instead of following your own intention?

If teachers deem it their duty to substitute Mapleville for Oakdale, let them make sure of their reasons and be prepared to furnish them.

Modern education has as its central theme the thought of discovering where the pupil's own nature wishes him to go.

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Grow or Shrivel

IT is an odd fact about teaching that it affects those engaged in it quite differently. There is, as we all know, a so-called "teacher type" that is anything but attractive: a personality worn and soured, with frazzled nerves and ingrowing disposition. Nobody wants to become that sort of person. No doubt many young people who would make excellent teachers have been driven away from the vocation by the dread of becoming a "typical" teacher, or at any rate the dread of being classed in such a category.

But teaching also produces some superfine specimens of personality; men and women of noble intellect and splendid humanity; leaders who are admired and loved by all who come into contact with them.

Which way does teaching affect you—and why?

To have it develop the finest personality in you, must you struggle against teaching, or give yourself up to it more completely? Must you find enjoyment in your work or seek it outside?

As Emerson would say, you are not merely "a teacher," but "a man or a woman teaching."

Probably the secret of a fine personality in the teacher is—the ability to enjoy teaching and the habit of growth through engaging in it wholeheartedly and understandingly.

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Any Trade But Father's

IN steering a boy toward his life work, the guidance officer has one rather delicate point to get around. It is—the vocation of the lad's father.

It long ago ceased to be the fashion for boys to follow the trades of their fathers. Society is in a state of vocational flux. The average man does well if he continues to follow a single consistent course throughout his own life, to say nothing of holding to the course pursued by his father before him. In fact, the vocation which attracted the father may no longer be desirable or carry with it the promise which it held out in an earlier period. It is perhaps a good thing that boys do not feel any constraint to take up the trades of their fathers.

There are cases, nevertheless, where a boy has inherited a peculiar aptitude for the kind of work his father has performed. And the father, not having achieved the degree of success he had hoped for, discourages his son's natural inclination to take up the parent's work.

Much knowledge and tact may be required of a guidance officer to overcome this prejudice against a father's vocation.

Getting Along With Life

It is suggested that this page be cut from the magazine and posted on the bulletin board where pupils will see it. Permission is hereby given to editors of school magazines to reprint this article, giving proper credit to the author and the Journal of Education.

GETTING ALONG WITH OTHERS

Getting Along with Life means getting along with others. This means personal and business friends, it means promotion, and perhaps financial success.

We may inherit our Greek nose, our curly hair, our outstanding ears. But we do not inherit our methods of getting along with other people.

Getting along with others is an acquired ability learned by playing the game according to the rules.

THE RULES FOR GETTING ALONG

1. Just stop to think how you — just you — like to be treated. How do you like to have people get along with you? Then ask yourself if, after all, you are very much different from other people in these respects.

2. Remember that getting along with people is a science based upon definite rules, and the very first rule is that it is practically safe to predict what a certain person of your acquaintance is going to do under a given set of circumstances.

3. Study how a person with whom you want to get along reacts to your own behavior. Get out of your head any fancy notions of what he ought to do when you do so and so. Instead, notice what he does do when you say or do certain things. In short, get on to his curves.

Don't Be a Pest or a Hermit

4. Don't be a pest. And yet keep yourself in circulation by remaining in touch with your friends. You do some of the inviting. Ask them to accompany you to the movies, a concert, a ball game, auto ride, picnic, or invite them in for an evening of bridge or something of the sort. Then they can't forget you are around.

5. Make an honest effort to be as interested in others as you are in yourself. Do you meet the others half way? If in school, do you walk out of class with some one, or exert yourself to catch up with the other person on the street, and do you occasionally invite the other to drop in for a soda? When it is the movies or an entertainment, do you call on a friend or stalk off alone?

6. Be honest and compare yourself with others. Study whether you are original, honest, reliable, intelligent, loyal, adaptable and agreeable. You expect these things in others, be sure you have them yourself.

Forget All Old Grudges

7. Make it your motto: "I cannot get along with other people if I carry old grudges."

8. Stick to your old friends and they will help you to meet new ones. Then treat the new ones with the same deference that you do the old friends and soon they will be just that. Don't talk against your old friends when you get a new one.

9. Don't argue with inflammable and explosive subjects, such as races, religions, politics and business.

10. Laugh at other people's jokes more than at your own.

11. Don't high hat. Nothing irritates one more than when the other fellow tries to establish his own superiority.

12. If you want a good friend, BE ONE.

Copyright.

Arthur Dean

They Say

ROBERT MAYNARD HUTCHINS, president, University of Chicago:—

"If we are to make our people understand what a university is we must insist on that intellectual emphasis which distinguishes it from all other institutions. The universities have only themselves to blame if the public confuses them with country clubs, reformatories, and preparatory schools. As long as the conversation of universities is exclusively about athletics, dormitories, and the social life of students, they can hardly expect the citizen to understand that these things are merely incidental to a university program and do not at all affect its principal task."

• • •

GARRY CLEVELAND MYERS:—

"The hope of the school to serve in a big way in character education is to inspire the home to recognize that the most influential teachers of the child are his parents, whether they become aware of it or not, and to be ready to lend every possible assistance in helping make available to parents opportunities for undertaking in a serious, systematic way to improve themselves in parenthood."

• • •

JOY ELMER MORGAN, Washington, D.C.:—

"American life today is both the beneficiary and the victim of extreme specialization. That specialization has given us the miraculous material equipment which now engulfs us, and it has also given us a host of new problems and difficulties which tax our intelligence to the limit. The building of our homes we have turned over largely to real estate profiteers. In an age when home-building is a major industry, we have not thought enough of home architecture to teach it in our schools. We do not even teach our young people how to select the homes they will wish to buy. In our civic enterprises we are inclined to depend upon special groups or special officers and to forget that democratic government depends on watchfulness in the citizen. In the field of vocations specialization has given us the highest skill on the one hand combined with chronic and increasing unemployment on the other. In the field of leisure it has given us a cheap and tawdry commercialism that threatens to destroy what homes and schools and churches have spent centuries seeking to create."

• • •

FRANK P. GRAVES, State Commissioner of Education, Albany, N.Y.:—

"We are thoroughly convinced not only that education is essential to the endurance of democratic society but that even the prosperity of a democracy is indissolubly connected with the efficiency of our public schools."

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Columbia Network

Key Station WABC **Eastern Standard Time**

Monday, April 4

11.00 A. M. *Musical Alphabet.

2.30 P. M. *American School of the Air, "Marco Polo" (History dramatization).

4.30 P.M. National Student Federation of America Program.

6.00 P. M. *Current Events, H. V. Kaltenborn.

Tuesday, April 5

11.15 A. M. *Stories of the Living Great, Oliver Wendell Holmes.

11.30 A. M. *Current Questions before Congress, Senator Arthur Capper, Republican, of Kansas.

2.30 P. M. *American School of the Air, "Italian Music." Columbia Symphony Orchestra under the direction of Howard Barlow (Geography and music).

3.30 P. M. *Musical Americana.

4.00 P. M. National High School Orchestra, Dr. V. L. F. Rebmann, Conductor; Eugene Goossens, Guest Conductor.

11.00 P. M. *Columbia Concerts Program, Elsa Alsen, soprano, Howard Barlow, conductor.

Wednesday, April 6

2.30 P. M. *American School of the Air, "Harisarman" (Dramatization of East Indian tale).

5.15 P. M. *"Bill Schudt's Going to Press."

10.15 P. M. *Adventures in Health, Dr. Herman N. Bundesen, Health Commissioner of Chicago.

11.00 P. M. *Howard Barlow and the Columbia Symphony Orchestra.

Thursday, April 7

10.00 A. M. *Dr. Royal S. Copeland's Health Talk.

11.30 A. M. *New York Medical Society.

2.30 P. M. *American School of the Air, "The Percussion and Brass Instruments" and "Animal Rarities Found in Our National Parks" (Music for intermediate grades and science talk by Dr. Harold C. Bryant).

3.30 P. M. *New York Tuberculosis and Health Association, "Manmarks in Medicine."

6.00 P. M. *Current Events, H. V. Kaltenborn.

8.45 P. M. *Angelo Patri, "Your Child."

9.30 P. M. *Musical Album, Howard Barlow, Conductor, and Theo Karle, Tenor.

11.00 P. M. *Toscha Seidel, Violinist, with Concert Orchestra.

Friday, April 8

2.30 P. M. *American School of the Air, "Costume Designing" (Vocational Guidance talk by Emil Alvin Hartman, Director of the Fashion Academy of New York).

3.45 P. M. *Columbia Educational Features, Dr. John H. Pitman, "David Rittenhouse: Astronomer and Patriot."

4.45 P. M. *Curtis Institute of Music Program.

10.15 P. M. *Adventures in Health, Dr. Herman N. Bundesen, Health Commissioner of Chicago.

11.00 P. M. *Howard Barlow and the Columbia Symphony Orchestra.

Saturday, April 9

12.45 P. M. *Wingate Athletic Program.

2.30 P. M. National Democratic Club Forum.

7.00 P. M. *The Political Situation in Washington Tonight, Frederic William Wile.

10.15 P. M. *Columbia Public Affairs Institute.

National Network

Key Stations WEAF and WJZ **Eastern Standard Time**

Monday, April 4

11.00 A. M. *Throbs of the Music Clef, WEAF.

2.00 P. M. Health, Dr. Charles Gordon Hoyd, "Goitre—A Health Problem." April 11, Dr. Mary Crawford, "Finding the Other Case," WEAF.

2.30 P. M. Current Events, Captain W. A. Frost, "China." April 11, Monroe Douglas Robinson, "Washington as a Man," WJZ.

4.00 P. M. A Quarter Hour With Authors. Frank Lloyd Wright, architect. "New Ideas on an Old Profession." April 11, Andrew Freeman, WJZ.

10.30 P. M. National Radio Forum. April 11 at 10 p. m.

Tuesday, April 5

2.30 P. M. *Why We Are Misunderstood, by O. G. Van Campen, WJZ.

5.00 P. M. *Charles Gilbert Spross, WEAF.

6.45 P. M. *Back of the News, WEAF.

8.00 P. M. National Advisory Council, Introductory Address, John H. Finley, New York Times. "The Citizen and His Government," Thomas H. Reed, Chairman. Tuesday, April 12, "The Significance of the Coming National Elections," William Bennett Munro, WJZ.

9.30 P. M. *National Oratorio Society, WEAF.

Wednesday, April 6

2.15 P. M. Musical Discrimination Contest, WEAF and WJZ.

3.15 P. M. Elisabeth Marbury, WJZ.

5.00 P. M. Gardening, by Richardson Wright, "How to Begin a Rock Garden." April 13, "Making Pools and Planting Them." WEAF

6.45 P. M. *Merle Thorpe, WEAF.

Thursday, April 7

2.00 P. M. Art Patronage, by John Sloan, WEAF, April 14, Child Study, by Mrs. Sidonie Gruenberg and Mrs. Marion Miller.

2.45 P. M. Poetry Recital, P. W. Ross, poetry with piano and flute

(Continued on page 298)

* Features marked with a star will be on the air the same day and hour the following week.

BOOKS ABOUT TEACHING
by TEACHERS for TEACHERS

Cox and Long: PRINCIPLES OF SECONDARY EDUCATION.

A THOROUGHLY up-to-date and thoughtful treatment of the modern high school. New and distinctive presentation of material. The authors have formulated twenty-five basic principles, each of which is fully elaborated and constructively applied. Remarkably clear and explicit.

Alberty and Thayer: SUPERVISION IN THE SECONDARY SCHOOL.

Hunkins: THE SUPERINTENDENT AT WORK IN SMALLER SCHOOLS.

Miller and Chaffee: THE AUDITORIUM SOCIAL ARTS.

Pringle: THE PSYCHOLOGY OF HIGH SCHOOL DISCIPLINE.

Stevens: THE ACTIVITIES CURRICULUM IN THE PRIMARY GRADES

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THE COLLEGE AND SOCIETY

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ERNEST HATCH WILKINS, Ph.D.,
President of Oberlin College

President Wilkins offers a novel and interesting plan for the reorganization of the college system in the United States. He points out the inadequacy of the existing four-year college course for those students, now in the majority, who do not intend to enter a profession, and proposes to meet their educational needs by the creation of a new type of college, the General College, which will specialize in training for successful living in the five fields of social living: home life, the field of earning, citizenship, leisure, and the field of philosophy and religion. The establishment of such colleges would mean that the four-year college could be more exacting than it now is in its admission requirements and could become more definitely pre-professional in the upper two years. An additional recommendation is the development of a fifth year of work following the senior year of the four-year college and leading to a master's degree.

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CHARACTER WORKSHOP

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Editor, The Egan Monthly Service in Character Training

Power Development

IMAGINATION

IN THE last two Workshop Conferences we have dealt with the possibility of developing the two great native powers of childhood—*Visualization* and *Rhythm*. Today I wish to consider with you the possibility of developing a third great power, that of *Imagination*. It is not without a substantial reason in nature that children, from the time they have learned to understand the spoken word, immediately enter vividly and with great intensity into imaginative exercises of all kinds. It would seem that nature has equipped the child with abnormally developed imaginative power most early in life in order to quicken within him spiritual considerations which are to be of the utmost value to him later on.

Let us look upon the imagination as essentially the playground of the spirit. Children love to play above all things. This is because through play they gain the necessary exercise which strengthens not only their physical but their emotional and spiritual powers. Is it any wonder, then, that they should constantly retire into the spirit's great playground, the land of the imagination, and welcome any aids which help them to retire and to gain pleasure from such retirement? Thus we see that the fairy story, the merry animal tale, the Mother Goose jingle, all disassociated from actualities, derive their singular appeals from certain definite already developed imaginative powers with which the child is endowed. Youth builds his "Castles in Spain" not without good and substantial reason, and does not build them in vain, because upon their intangible foundations, whatever they may be, rise stone upon stone and turret for turret the substantial castles of maturity. Middle age realizes the fruit of its dreaming, whether it be through the development of an electric light bulb, or the throwing of a great bridge across a chasm, or the irrigation of a million arid miles. Old age, of course, with life's work behind it, and its hands calloused from the daily toil, finds in the playground of the imagination, supplemented by memory, a very satisfying resource. Books could be written upon the influence of the imagination in life. Such books have been written—libraries are full of them. In fact, every book represents a creation which found itself seeded and rooted in someone's imagination.

Of what tremendous importance, then, is the proper cultivation of this majestic power, especially in our school system and at an age when things suit themselves most perfectly to a development along beautiful and satisfying lines.

With this thought in mind can we afford not to consider very definitely just how in our daily work we can aid the child in the development of this mighty power of imagination, understanding, of course, that since the individual is possessed of freedom of will and since the doors of the imagination never close, the child is susceptible of either a favorable or an adverse growth.

What companions go into the imaginative land with the children under our care? What thoughts accompany them? What longings step by their side? Do they, from the normal daily development within our classrooms, go forward into this wonderful and attractive field surrounded, as though by an angelic host, with all things wonderful, good, true, and upbuilding?

If the child's environment, his home, his street companions, life as he finds it and meets it, conspire to outfit his pioneering into the land of the imagination with accompaniments that are not wholesome and are not good (and I believe this to be the case in hundreds of thousands of instances), is it not necessary for us to give thought to just how we can supply correctives so that the world will not have its own way in entirety?

Unfortunately, the educational scheme as developed today does not supply to the child needed elements for imaginative growth along proper lines. There is too much plain, solid, matter-of-fact arithmetic, too much uninteresting history and dry-as-dust geography, too little of art and music, science, and biology, too little opportunity directly given for real exercise of the imaginative powers, and without exercise we understand that these powers will atrophy in the same way that all other powers atrophy. Personally, I am particularly interested in the powers of the imagination in the primary grades, and I have in mind the current objections raised by pseudo-psychiatrists, based upon the fallacy that there is a danger of creating a day dreamer, an inconsequential seeker after the unattainable, a person who finds in dreams an escape from the hard actualities of life. I do not admit any such possibility in the development of the

powers of the imagination when rightly undertaken and definitely pursued with a great objective in view. The development of the imaginative powers of childhood to my mind is merely the development of a capacity for the greatest and fullest enjoyment of all that life holds good, and of the preparation of foundations upon which any normal child can build a structure of success. If the world needs one thing more than another it is imagination.

I give below two samples of what I call Happy Land Exercises designed for grades 1, 2, and 3, for the purpose of developing imaginative power along distinctly character-training lines.

HAPPY LAND EXERCISES

METHOD OF APPLICATION

Read over the exercise. Retell it, if necessary, or read it as it stands, if it is found entirely suitable. *Put feeling into your presentation.*

The first part of the material is to be presented to the children as they sit at attention. It will invariably deal with some phase of the imagination, opening the eyes of the child to its meaning and importance and existence.

The second part of the material will be read or presented to the children as they sit in silence with their heads on the desk resting on the palms of their hands.

After the reading, at a certain point indicated in the text, the teacher ceases speaking and the children go on completing the imaginative deed. They then stand as the deed is finished, and later either tell about the deed they did or write of it or reproduce it in pencil or color or dramatize it.

Exercise I—Part 1

(To be presented to the children as they sit watching the teacher. This part may take the form of a discussion. It should not, however, be prolonged. Make it enthusiastic.)

Did you ever play with a wheel and imagine you were a fireman, or with a doll and imagine you were a woman, just like your mother? Of course you knew all the time you weren't really a fireman or a mother; you were just making believe. You were way off in what we are going to call the Happy Land. What a wonderful world the world of the Happy Land is! Just think of this! In the Happy Land our spirits can do everything they want to do. They can build castles and run trains and take us on trips and show us lovely things; they can give us wonderful adventures where we can see dragons and elephants, and meet great people like George Washington; they can bring sweet music to us, and more than all else they can help us to do noble things for our fellowmen.

Where is this Happy Land? Why, right in our own heads. Is it a little place? Oh, no! It is as big as the stars; it has oceans in it and big mountains and rivers and pretty gardens.

How can we get into Happy Land? By just closing our eyes and going there on the wings of the spirit. What wonderful wings the wings of the spirit are! How swift and beautiful. We must use them every day, for in using them we make them more strong and more beautiful.

Let us try the wings of our spirit right now. Place your heads on your desk and close your eyes. *SH!* We must be very still. So still that we can hear the clock tick. Now while I tell you a little story you must follow on your swift wings wherever I go. Are you ready?

The Story

Away we go! Over the roofs of the houses, along the street, just like a beautiful seagull or a bright pigeon. We are looking down over the city for someone who is in trouble, for we wish to do some kind and gentle thing. Ah! Here on a street corner is an old woman. Her arms are full of groceries. She has been to the store. She starts to cross the street, but an auto whirls by, and as she jumps back onto the sidewalk one bundle breaks open and oranges roll all over the sidewalk. Three boys nearby start to laugh. We do not laugh. We drop down to the sidewalk right near the old woman and — (What do we do in the Happy Land? When each one of you has done a kindly deed for the old woman, he may stand beside his desk like a soldier, straight and tall.)

Later

John, your eyes shine, so I know you did something real nice for the old woman. Tell us just what you did, etc, etc.

Happy Land Exercises—No. 2

To be read or told by teacher in her own words:—

I wonder how many today know what the Happy Land means. Did you ever sit down and dream you were a big engineer, or a pirate, or that you were going on a picnic somewhere? Well, when you dreamed such things, you were in the Happy Land.

Today we are going on the wings of the spirit into this Happy Land. Put heads on desks; now we are going to be very still for a moment; so still we can hear the clock tick. (Teacher now reads softly with expression.)

Now let us unfold the wings of our spirit. Away we go, just like white gulls or beautiful pigeons; over the roofs of the city, along the streets, looking for some adventure in being good. What is that down there? Can it be a little child trying to cross the street, alone! Dear me! A big truck is rushing right up to the corner. Quick, let us drop down and — (at this point the children go on completing the action, with instructions to rise and stand up straight and tall when finished.)

At the close of the exercise have several tell just what they did.

BOOK TABLE

PRINCIPLES OF SECONDARY EDUCATION. By Philip W. L. Cox and Forrest E. Long, New York University. Cloth. 620 pages. Boston, New York, Chicago, Atlanta, San Francisco, Dallas: D. C. Heath and Company.

The world crisis will bring into action an entire reorganization of high schools and other secondary education institutions.

American primary and elementary education have been wonderfully modernized locally and nationally, but the colleges and universities checked the modernizing of the high schools and other secondary institutions.

A variety of economic and social conditions have universalized high school attendance, and publishers of school books, and teachers colleges will issue entirely new high school books, each trying to meet the demand of modern American education.

Philip W. L. Cox, of New York University, was ahead of the procession in modernizing secondary education, and the new Cox and Long "Principles of Secondary Education" is an elaborate analysis of twenty-five principles. The first three principles deal with the origin and development of secondary education; principles from five to eight treat of the scientific relation of youths to education and life in the high school years; principles from nine to nineteen deal with the modern course of study in high schools, in its adaptation to the life of the students.

The last five principles have a forward look into modern education.

We confess to disappointment at the conclusions to which these elaborate twenty-five principles lead Messrs. Cox and Long. Of one thing we are entirely sure. No other book on the modern high school and college will study the situation as elaborately or reach any conclusions of modern education that are reached here. This is the second book we have seen within a week along this line, and they make us desirous to see the next one.

PLANE GEOMETRY. By Elizabeth Buchanan Cowley, Allegheny Senior High School, Pittsburgh, Pa., formerly Professor of Mathematics, Vassar College. Cloth. 367 pages. New York, Newark, Boston, Chicago, San Francisco: Silver, Burdett and Company.

Plane Geometry has had an interesting school career in the last quarter of a century. First of its escapades was in West Virginia, where it was thrown out of the course of study because it was considered absolutely useless in school and in the after life of youth. Several other states followed wholly or in part by making it "optional."

Now a familiarity with the terms of Plane Geometry is essential to the intelligent reading of a daily paper. One cannot talk intelligently with an architect, a civil engineer, a day laborer who has anything to do with metals in use in the industries who does not understand the terms used in Plane Geometry.

Dr. Elizabeth Buchanan Cowley's "Plane Geometry" is especially written for universal school use to promote intelligence in science, art and industry.

PUPIL ADJUSTMENT IN THE MODERN SCHOOL. By Cecil White Flemming, Horace Mann School, Columbia University. Cloth. 95 pages (5 by 9 inches). New York City: Bureau of Publications, Teachers College.

This is the first of a new series of "Horace Mann Studies in Education." The studies will present from time to time the philosophies, procedures, techniques, and materials developed and used in the Horace Mann School by its staff. The purpose of the new series is to present such developments and applications of "sound educational theory" as have been achieved in the school, which, in the opinion of the Editorial Board, can be adapted to public school conditions and will be of service to public school education.

STUDENTS WORK-BOOK IN AMERICAN DEMOCRACY. By Verl A. Teeter, Tulsa. (8 by 11 inches.) New York and London: McGraw-Hill Book Company, Inc.

The greatest rivalry in textbook authorship to-day is in the preparation of work-books. Naturally this opportunity appeals to those whose major interest is in having youths learn to earn.

Verl A. Teeter, director of the placement bureau of the public schools of Tulsa, would be expected to prepare a work-book that would promote the efficiency of youths in business, but why a work-book on "American Democracy"?

Examine this work-book and that question will never be asked again. Being a good American is the best preparation for learning to earn. This is revealed in every chapter of this remarkable creation of Verl A. Teeter.

PROBLEMS IN TEACHER TRAINING. By Ambrose L. Suhrie, New York University, President 1930-31, Eastern States Association of Professional Schools for Teachers. New York University Press Book Store, Washington Square East, New York City.

This is the volume of Proceedings of the 1931 spring conference of the Association which succeeds the Normal-School and Teachers-College Section of the New York Society for the Experimental Study of Education.

This remarkable contribution to professional education is compiled and edited by Dr. Ambrose L. Suhrie, under the inspiration of the most remarkable professional education meeting in modern times.

For three days, Thursday, Friday and Saturday, Pennsylvania Hotel, New York City, was literally devoted to specialists in Teacher Training in Normal Schools, Teachers Colleges and Universities of the United States and Canada.

There were never as many Teacher Training institutions represented by as many officials, professors and students in as many sessions, where no other interest was intruded, as at this great meeting.

At no other time has Teacher Training been the only topic with every one on every occasion.

Dr. Suhrie's one interest in life is teacher training. He was the creator of the conditions which made that meeting possible, and this book of 400 pages has the inspiration, the wisdom of more persons than were ever before in conference on this subject.

The "Problems of Teacher Training," as they were heroically faced by the Eastern States Association of Professional Schools for Teachers in Pennsylvania Hotel, New York City, and as they are presented in the 400 pages as Ambrose L. Suhrie, President of that Association, has assembled and edited the papers, discussions and resolutions, is of incalculable value.

One advantage that Dr. Suhrie has over Horace Mann is that the world is ninety-five years nearer an appreciation of the importance of teacher training than it was in Horace Mann's day.

Books Received

"A Child's Third Number Book, Part 2." By Badanes. New York: The Macmillan Company.

"A Student Work-Book in American Democracy." By Teeter and Jones. New York: McGraw-Hill Book Company.

"The Cleveland Plan for Teaching of Modern Languages." By deSauze and Condon. Philadelphia: John C. Winston Company.

The News Digest

Real Town History Written by Pupils As School Project

HIBERNIA, N. J.—One touch of reality in a school project is enough not only to make pupils and teacher kin, but to set the pupils agog and keep enthusiasm at fever pitch from beginning to end, according to the experience of the Hibernia School of Hibernia, N. J.

The village, it was discovered by the young principal, Thomas F. Baliman, had no written history. Twenty-five boys and girls of the seventh and eighth grades, ranging in age from ten to fifteen years, have just remedied the defect.

A "History and Geography of Hibernia," work consisting of about 2,000 words, is now available, fully illustrated with views of the town as it looked years ago in the heyday of its prosperity as an active mining centre, and as it looks now, and supplied with a number of maps, all drawn by the pupils.

When Mr. Baliman presented the idea to the pupils they took to it immediately, and from first to last, it is reported, showed unusual zeal. Committees were organized to collect facts and ransacked old county histories and pamphlets and consulted former residents as well as older inhabitants. Pictures were taken by the principal in accordance with the suggestions of the pupils as to the desirable view.

Equal School for Oafs And Geniuses Held False

CHICAGO.—Laws forcing schooling upon dullards should give away, in the opinion of Dr. E. L. Thorndike, to statutes which would prevent parents from depriving gifted children of education. Dr. Thorndike, educational psychologist of Columbia University, was a speaker at the dedication of the University of Chicago's $600,000 graduate education building. He asserted that children with the most ability and intelligence should receive the most instruction. "The passion for equalization of education, which had a certain nobility when a large percentage of children barely learned to read and write," he said, "becomes almost ridiculous when the question is of spending our resources to keep in school children of sixteen, seventeen and eighteen years who would be happier and more useful at work or play."

MODEL SCHOOLHOUSE AT WORLD'S FAIR

Adjustable Rooms to Accommodate Classes of Any Size Outstanding Feature of Building

CHICAGO.—The contribution of the Chicago Board of Education to the Century of Progress Exposition, to be held next year, will be a building designed to show the latest developments in school organization and layout. That it will represent the latest has been assured by the Chicago architects in submitting their original designs to twenty-nine leading American school building planners and architects, many of whom made suggestions that will be incorporated. Thus, in the words of Don C. Rogers, director of the bureau of research and building survey of Chicago's public schools, "it is no longer a Chicago plan but a national plan."

It will be a six-grade elementary school building with capacity for 742 pupils. It will be two stories high, without basement, and of steel construction with either brick or stone exterior. During the fair, floodlights will play upon it at night.

Perhaps the most striking feature will be the flexibility of the classrooms. Five different sizes of rooms will be provided for, with a system of folding partitions to enable some of them to be enlarged or divided at will. This idea was originated in Chicago.

The school authorities believe that the building will permit adequate experimentation to determine the most suitable size of classes for various forms of study.

As planned by Mr. Rogers's assistant, Thomas J. Higgins, the building will be thoroughly equipped for such modern aids to teaching as the radio and sound films. Not only will the auditorium have talkie apparatus, but each classroom will have a plug at the rear, with a conduit underneath the floor to the front of the room for sound projection. The radio outlets in each room will have a central control in the principal's office. In the small rooms, also, there will be map racks, encyclopedia cases, globes and sinks.

The floors will be of linoleum, cases will be recessed, and the furniture will be movable. Blackboards will be placed on the front and side walls, even on the panels of the folding partitions. A generous glass area has been allowed for light.

Education to Be A Guard Against Menace of Gifted

ANN ARBOR, Mich.—If the gifted child is to be a help to society, rather than an exploiter of his less talented brothers or an actual menace, the special education for him, which is being so widely discussed today, must be shaped to teach him to put his talents to good use, according to Howard Y. McCluskey, professor of educational psychology at the University of Michigan.

While commending the attempt to discover and develop superior mental gifts, he adds, in an article in the School of Education Bulletin:—

"I hazard the guess that the majority of gifted children have spent most of their time exploiting their less talented brothers, and that the bright people who have done otherwise—the Justice Holmeses, the Kreislers, the Jane Addamses, the Ghandis and the Julius Rosenwalds—have been in the decided minority.

"Napoleon was a gifted child and received a special education, but Europe has not yet recovered from his infantile swagger.

"To make a mistake with a person of mediocre talent is serious, to make a mistake with a person of genius may wreck the progress of years."

Artist Decorates Copenhagen School

COPENHAGEN.—That school children may have a high standard of art work before them, a decorative fresco has just been completed in one of the new schools of Copenhagen by a well-known artist, Andreas Frijs. A thick glass roof gives a soft effect to the birds and animals in tropical colors among their natural surroundings. The corridor chosen is that leading to the large gymnasium of the school, which has a high wall on either side. As one walks through the corridor the effect is of being in the open air or in the woods.

PENNSYLVANIA PENSIONS

Board Which Handles Fund Has Sizeable Investments

HARRISBURG, Pa.—The School Employes' Retirement Board of Pennsylvania during the past year invested more than $17,000,000 in bonds of various Pennsylvania school districts, and during the current year about $18,000,000 will be invested, according to an announcement by the Superintendent of Public Instruction. Almost all of this money is used to build school buildings and roads.

Many hundreds of men have, therefore, been given employment as a result of the investments of the retirement board.

The Pennsylvania school employes' retirement law went into effect on July 1, 1919, and the law provides that one half the cost of all retirement allowances based on service rendered after July 1, 1919, shall be paid from contributions by the school employes and the other half shall be paid by the public.

The retirement board has adopted the policy of investing the money of the retirement system exclusively in Pennsylvania state, county, city, borough and township bonds, with preference for school district bonds. This investment policy insures the retirement system against loss from bad investments, and also assures many Pennsylvania school districts of a purchaser for their bonds.

The retirement law classifies all school employes into two groups; those in service when the law went into effect and those employed since then. Membership in the retirement system was made optional.

Modern Genius Declared Hereditary

EVANSTON, Ill. — Modern genius is hereditary, Walter Dill Scott, president of Northwestern University, says he believes. His conclusion was reached after a survey of the home life of 150 students who responded to his call for six prodigies to enroll next fall. "In almost every instance," he said, "the applicant comes from a well-to-do family. Precocious children are not accidents. They are the product of heredity. Their parents were precocious."

Students Win Fight For Larger Portions

ST. LOUIS.—Three hundred students at University City high school, who boycotted the school cafeteria because of the size of food portions, have won their fight. There will be more food for the same money hereafter. James E. Baker, principal, explained that "we made certain concessions and the students now feel they are getting larger sized servings." The pupils rebelled specifically because they could get only three cookies for five cents, instead of four, and because sandwiches lacked content.

Former Academy Now Junior College

BOSTON. — One hundred twenty-nine years, almost to the day, after the subscription papers were signed for the founding of Bradford (Mass.) Academy, New England's oldest girls' school, Governor Joseph B. Ely signed a bill changing the name from Bradford Academy to Bradford Junior College. "This change of name in no way affects the character of the work at Bradford," commented Dr. Katharine M. Denworth, president. "From the earliest days Bradford Academy has offered some work on the college level. For more than thirty years Bradford has had a full two-year collegiate curriculum for preparatory and high school graduates. For twelve years this curriculum has been called a junior college. Graduates of Bradford's Junior College have for years been accepted with two years' advanced standing by first-class colleges and universities throughout the country. The College Preparatory School of Bradford Academy, offering the last two years of high school work, has been and will continue to be an important part of the work at Bradford," concluded Dr. Denworth.

Figures on Private High Schools

WASHINGTON.—In 1930 reports were received by the Federal Office of Education from 2,760 private high schools and academies having an enrollment of 309,052 pupils. Nearly three-fourths of these schools are under some type of denominational control. The number of non-sectarian schools has fluctuated from time to time but has not materially changed during the last twenty-five years; the number of students registered in them has, however, increased nearly sixty per cent. during this period, says the office.

Not to Attend Student Sessions

MEXICO CITY. — The National University of Mexico has decided to decline the invitation by the United States Student Federation to attend the Pan-American Students Conference in Miami, Florida, in April, it was learned from a reliable source. The decision is understood to have been caused by Mexican student hostility towards what is considered here to be a movement to organize a Pan-American Students Federation to the detriment of the Hispano American Federation, which is popular in Mexico.

COLLEGE EDUCATION LOSING PRESTIGE

NEW YORK.—The economic importance of a college education is going to decrease in the future, for the number of college graduates is increasing faster than the demand for them, Dr. Harvey N. Davis, president of Stevens Institute of Technology, declared at the eighth annual luncheon of science teachers and research investigators of the metropolitan district.

"It will no longer be worth $3,400 a year to a man to have had a college education," Dr. Davis asserted. "But this will not mean it will no longer pay to go to college, because more and more young people will do so merely for the increased enjoyment they will get out of life afterward."

Dr. Davis held that "the modern educationalist underestimates the importance of developing skilled technique before encouraging self-expression," while the inculcation of knowledge is overemphasized, since more than one-half of the graduates go into business. The development of the ability to think and appreciate, he said, is the primary purpose of higher education. The best all-round preparation for obtaining a living, he said, may be the study of mathematics, physics and chemistry.

Lynn Classical Has Radio Station

LYNN, Mass.—Lynn Classical High School now has a radio station, and several students are preparing to become amateur operators. Under the direction of Richard Burns, a senior, a radio club was formed several weeks ago. A small sending and receiving set was installed in the wireless laboratory to give inexperienced operators a chance to practice. This proved successful and within a very short time twenty members are expected to try for licenses as amateur operators. As soon as enough members of the club have passed the test for license, a national chapter of operators will be formed. This will enable messages to be sent to similar clubs in high schools all over the United States.

Higher Schools Spend 500 Million Annually

WASHINGTON.—More than $500,000,000 is being spent annually by American colleges and universities for the advancement of learning, according to a statement by the chief of the division of statistics, Federal Office of Education. A relatively complete table of expenditures, both public and private, has been compiled by the office. A complete report on expenditures for colleges and universities has been prepared by the office and will be made available soon.

English High Alumni Observance

BOSTON.—More than 700 English High alumni celebrated the 110th anniversary of the founding of the school with a dinner in the school drill hall here. The feature of the evening was the dedication of a statue presented by Charles Hayden, '86, head of the New York banking firm of Hayden, Stone & Co. The bronze symbolizes a warrior in armor supporting a weakened and helpless comrade who has been stripped of his armor in battle. On the base is inscribed "Service to mankind is honor and achievement."

Students Eat 50 Tons of Food

SYRACUSE, N. Y. — Students at Syracuse University consume approximately fifty tons of food from the school cafeteria during a school year, a survey disclosed.

Teachers Pledge $150,000 for Relief

BOSTON.—Boston school teachers and school employes have pledged $150,000 from their next five months' salaries to the relief of the city's unemployed. This amount, added to the sum already given since November, will bring a total contribution of more than $200,000 from the school department employes. Representatives of all organizations of permanent school employes met at school committee headquarters and unanimously voted that all members of their organizations will contribute a day's pay each month for the next five months. The representatives had been previously authorized by their individual organizations to vote for the contributions.

Michigan Alumni Seek Post-Graduate Education

ANN ARBOR, Mich.—University education is not ending with graduation at the University of Michigan. With the report of the second year of activity of the Bureau of Alumni Relations there is revealed a variety of services offered by the university to the alumni, of which the graduates are rapidly availing themselves, according to Wilfred B. Shaw, director of the bureau. Most popular is the reading list service, through which a graduate may obtain lists of books in any field of interest, prepared by a specialist among the university faculty. Recently a compilation of 150 such lists was issued. This guide has won wide recognition among publishers and public and school libraries as well. Another experiment unusual in university practice is the "Alumni University," held in June. At this time graduates return to the campus for a week of special lectures by faculty men who review fields of special interest to alumni, enabling the latter to brush up on subjects already familiar, or to learn something of fields which they were unable to cover during undergraduate days. Somewhat similar in purpose to the alumni university are the series of lecture and study groups given in Detroit, Dearborn and Birmingham, and which it is planned to extend to other cities. Reaching a wider audience are the winter broadcasts, composed of several series of educational and book talks of interest to the general public as well as alumni. In addition to predominantly educational work the bureau of alumni relations also brings together alumni and the university in various contacts. Several bulletins on school affairs are sent out yearly, alumni advice is solicited through the alumni council, guidance in home study programs is offered, alumni are assisted in obtaining positions through the university placement office, and those desiring special help or advice from the university are put in touch by the bureau with the proper department of the institution.

Texas English Teacher Has 51-Year Record

AUSTIN, Texas.—Dr. Morgan Callaway, Jr., of the University of Texas, ranks second in the nation in the length of service as a college English teacher, according to the English Journal, a publication for teachers. Dr. Callaway has been teaching for fifty-one years, the last forty-one at the university here. His record is exceeded only by that of James Main Dixon, at the University of Southern California. To the world of scholarship Dr. Callaway is known as a foremost authority on English syntax, an extensive writer on Anglo-Saxon linguistics. To his students he is known as the "hardest" professor on the faculty, a cordial but exacting individual.

Married Women Called Best Teachers

NEW YORK. — Married women are superior to single ones as teachers, the Teachers College of Columbia University has concluded from a survey.

The experience of marriage and motherhood is of paramount value for a teacher with children in her care, investigators working under Dr. Thomas Alexander, director of the new school, experimental unit of the college, and Dr. Agnes Snyder, assistant professor, asserted.

They believe it is a mistake that a young woman should be made to feel she must choose between marriage and teaching.

TEACHING STANDARDS

More Schooling for New York Teachers Predicted

ALBANY, N. Y.—Standards for teaching in public schools in this state have been steadily raised as the state has increased its share in paying the cost of public education. They will be raised higher under the plans of the school authorities so that by 1940 college graduation or completion of a four-year normal school course, or the equivalent, will be required of teachers in elementary schools and five years of professional preparation for high school teaching. Qualifications have been raised more rapidly than salaries. These facts were made public by President W. Howard Pillsbury of the Teachers Association in a review of changes in teacher qualifications since 1920.

President Pillsbury explained that the survey of teachers' qualifications made for the association included an analysis of teacher-training reports to the State Education Department for ten years.

"It may be concluded, therefore," says the report, "that solely on the basis of increased qualifications, both community and children are still the gainers, even if salaries for teachers have become higher. Communities are getting more value received per teacher salary dollar than at any previous time in educational history."

In support of this finding the survey shows how teachers already in service have increased their training "to meet the competition of the beginning teachers who have the higher qualifications."

Find Home Conditions Divert From Studies

LYNN, Mass.—The annual survey being conducted in the two Lynn high schools shows that pupils are backward in their studies because of home conditions. Time that should be devoted to study is used for social events or taken up by household duties, inquiries in fifty homes show.

Teaching of English In Filipino Schools

MANILA.— It being one of the objectives of the public school system to give the people of the Philippine Islands a common language—English—all instruction in the public schools is in this language, and more emphasis is therefore given to reading and language in the elementary grades than in Continental United States schools. In line with this policy, extensive reading in supplementary and library books is encouraged. As rapidly as finances permit, libraries are being established and enlarged in the schools.

JUNIOR HIGH SCHOOLS

Are Meeting Particular Needs Of Important Age Group

NEW YORK.—The junior high school, as it relates to the individual pupil, to the parent, and to the community, was hailed as "the most significant factor of modern life," by speakers at the eighth annual Junior High School Conference, attended by approximately 4,000 educators, at New York University's School of Education.

"It is known to educators that twenty per cent of the children in schools cannot accomplish the ordinary course of study," declared Eugene A. Colligan, associate superintendent of schools of New York. "The differentiated and exploratory courses of study, typical of the junior high school program, are of the utmost importance to this group. The junior high school is also a testing period for boys and girls.

"The community gets, through the junior high school, a development of the civic interests of its citizens, a cultivation of desirable habits, interests and tastes through its influence on the extra-curricular activities of the pupils. The pupil himself, if he is superior, gets rapid advancement."

The junior high school, as it relates to the family and home through its home-making courses, was discussed by Mrs. Sidonie M. Gruenberg, director of the Child Study Association of America, who felt it the duty of the junior high school to study the background of the pupils, their families and environments, with a view to giving them proper guidance.

Films Found to Aid Pupil in Thinking

LONDON.—Whatever the movie's sins may be in insinuating undesired ideas subtly into the minds of children, it is able in ways just as subtle, apparently, to aid in teaching when properly adapted. Tests and surveys made recently on both sides of the Atlantic have added new powers to its credit, besides defining its uses more closely. In Great Britain a study lasting three years has just been completed by the Historical Association, with financial aid from the Carnegie United Kingdom Trust. Teachers who participated in the inquiry, according to a report in the London Times, found that the teaching of history, the subject considered, was greatly improved by the use of films. Not only did they add vividness to the dry—in tradition, at least—recitals of the classroom, but they had definite effects in stimulating the student's thinking. In New York State, meanwhile, motion pictures had a vote of confidence in a study conducted by Albert H. Coyell, superintendent of schools at Oneida. Twenty-six per cent. of all the towns whose officials replied to his questionnaire—494 out of the 645 in the state outside New York City—were using films, he found, and clear majority expressed satisfaction, namely, seventy, as against five dissatisfied, eight indefinite and forty-four not answering the question.

Old Indian School Rebuilt in Virginia

WILLIAMSBURG, Va. — The "Brafferton Building," historic Indian school structure at William and Mary College, after standing dismantled for some time while plans were being prepared for its complete renovation, is now surrounded by scaffolding. Work started on the foundation of the old chimneys, one of which, originally built triangular in form, has four great fireplaces, two in each story. Brafferton Hall is known as the first permanent Indian school in America, but it is not generally known that when Dr. James Blair, Commissary of the Bishop of London, went to England to secure a charter for a college, he secured Brafferton estate for this school before he obtained the charter for William and Mary College. The rentals from this estate provided the building fund and the support of the school when finally established. But the College of William and Mary had the responsibility of sending about ninety pounds a year from this Brafferton Fund to New England for propagation of the Gospel there and for Harvard College, each half and half.

Oust Lazy Pupils For "Wasting Taxes"

ASBURY PARK, N. J. — Forty pupils whose indifference to their studies caused them to fail in from three to five courses last term were in line to be dropped from the Asbury Park High School, because, in the words of Amos E. Kraybill, superintendent of schools, "they are wasting their time, their teachers' time and the taxpayers' money." The Board of Education decided to dismiss the offenders, regardless of probable repercussions. Of the legality of the step there was some doubt, but Mr. Kraybill was not worried. "In spite of the fact that we may have to take them back," he said, "their removal may make them realize that their education should be taken more seriously."

Request Young Study Agriculture

RIO DE JANEIRO.—Special agricultural courses would be adopted in Brazil's elementary schools under a project presented to the Ministry of Education by the National Society of Agriculture.

PRIVATE SCHOOLS ARE IN OPTIMISTIC MOOD

BOSTON. — Patrons of private schools throughout the country appeared very optimistic about the prospects of their institutions for next year and seem determined that private school education shall go on even though industry stop, according to a survey of 250 leading day and boarding schools conducted by Porter Sargent of Boston, private school educational adviser.

Income from endowments in private schools is off a little this year, but their operation has not been affected yet and probably will not be affected to the extent that most colleges have been hit. Most of the schools have trimmed budgets for next year, as has all business; fifty-nine per cent of those answering in the survey cut their budgets last year or will do so the coming year.

Private schools the country over are not more than eighteen per cent below normal, comparing favorably with industry, which is reported by a leading statistical organization as being thirty-five per cent below normal.

New England private schools and those on the Pacific Coast are least affected by hard times.

Episcopal Schools Closed in Shanghai

NEW YORK. — Two Protestant Episcopal educational institutions have been closed in the Jessfield region of Shanghai because of the hostilities between China and Japan, according to a dispatch received by the Missionary Department of the denomination here. The dispatch came from Bishop F. R. Graves, of Shanghai, who expressed the hope that the two institutions might be reopened next fall. The schools closed were St. John's University and St. Mary's Hall, a school for girls, both of which were said to be among the largest of their kind in China. St. John's University has a faculty of forty Americans and Chinese, and an enrollment of 600 students. It is on a campus of forty acres. The Rev. Dr. F. L. Hawkes Pott of New York City is president.

Vocational Education Credits for Teachers

WASHINGTON.—Eighteen out of thirty-eight colleges and universities offering courses for prospective teachers of vocational education in trade and industry allow college credits in such courses for trade experience, teaching experience in trade schools and for supervisory and administrative experience in vocational education. The number of credits allowed for practical experience varies from five to thirty-two, says the Federal Office of Education.

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Wide Variation Found in Marks

SYRACUSE, N. Y.—Conscientiousness and a high intention to be thorough and fair on the part of college professors are not enough to insure that when any two of them give similar grades the work marked will be similar in quality, according to Dr. Charles Wesley Flint, Chancellor of Syracuse University. Professors equal in those qualities may have widely divergent views of the inclusiveness and exclusiveness of the alphabetical symbols now used in many institutions, he says in a recent message to his faculty, in which he urges an attempt to reach greater uniformity. "The extent to which commencement and society honors and ratings depend on grades," he says, "makes it obligatory upon us to attain as closely as possible a common understanding regarding the content of an A grade, a B grade and so on, and thereby reduce to a minimum the individual interpretation." As possible basis for reaching greater uniformity, he calls attention to a compilation just made of 100,000 grades awarded in the College of Liberal Arts at Syracuse in recent years, which showed that about five per cent. of each class received As, twenty per cent. Bs. and about fifty per cent. Cs—the latter being the lowest passing grade for which credit is given.

All Allegheny Students Receive Special Status

MEADVILLE, Pa.—Dr. William P. Tolley, president of Allegheny College, has announced details of the new curriculum which will be adopted by the college beginning next fall. The treatment of every student as a "special student" in the selection of his course of study, the introduction of survey courses and comprehensive examinations, the recognition of the educational value of extra-classroom activities as projects in self-education and their incorporation in a new "integrated program," and the raising of academic standards in the junior and senior years to the level of "university" work are a few of the significant changes proposed. Like the recently announced policy of placing all intercollegiate athletics on a strictly amateur basis, the new curriculum reflects the progressive outlook of the members of the Allegheny faculty. Dr. Tolley announced that the changes proposed are the result of a two-year study on the part of a faculty committee. The committee studied the current trends in secondary and university education, made themselves familiar with recent educational experiments and curriculum changes in other colleges, and gave special attention to Allegheny's contribution to education in the past and to its peculiar opportunities in the future.

High School Seniors Plan Washington Trip

NORTHPORT, L. I.—The senior classes of eleven high schools in Suffolk County, numbering more than 300 students, will participate this year in the fifteenth annual Washington tour, plans having been already completed for the tour. The students and their faculty leaders will leave March 28. Schools taking part in the trip are: Port Jefferson, Huntington, Amityville, Bay Shore, Islip, Lindenhurst, Central School, South Huntington, Kings Park, Setauket and Central Islip. A number of school principals and faculty members will be in charge of individual delegations. Earl L. Vandermeulen and James E. Wardle, principals, will be in charge of the Port Jefferson and Central School of South Huntington groups, respectively. Joseph H. Meyer, principal of the Central Islip High School, will head his group. Bay Shore's group of forty-five will be under the direction of Raymond Chester, physical director, and Mrs. Chester. A delegation of fifty from Amityville High School will be in charge of Morrill Vehslage and Miss Isabella Keenan.

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Senecas Want Indian Teachers

BUFFALO, N. Y.—The council of the Seneca Indian Nation has asked the State Education Department to give preference to qualified Indians in employing teachers for Indian schools. This request may have some special interest as bearing on the argument in the report of the Secretary of the Interior at Washington that the object lesson of Indian schools calls for local, rather than centralized, control of education. The New York Indians afford a good many examples of bright boys and girls who go away to school, acquire advanced education and win their way among white people, but the school for children who remain on the reservation could stand a vast amount of improvement, particularly in teaching vocational work and modern farming methods. Sentiment for the preservation of racial integrity is marked among Indians, and the contention that Indians themselves should be trained and employed, so far as practicable, to teach Indians reflects progress in the general elevation of the population.

Iraq Survey By Americans

NEW YORK.—A committee of American educators, headed by Dr. Paul Monroe, director of the International Institute of Teachers College, Columbia University, are sailing to investigate the educational system of Iraq. The survey will be made at the request of the Iraq Government. "We are going to suggest ways in which modern educational methods and procedure can help Iraq meet the present problems of industry," Dr. Monroe explained. "That means that emphasis will be placed on questions of health, agriculture, mechanics, and all similar work." He added that one of the main problems would be to build up and plan for the government budget for education. Though the survey is only to "make sugestions for the budget," he thought the local government probably would accept them.

Children Adopt New-Born Turtle

CORPUS CHRISTI, Texas.—If Tule the turtle doesn't grow up to be the best educated turtle in the world it will not be because he has lacked educational facilities. Children in the primary department found a turtle egg on the school ground and carried it to their teacher. The egg was placed on the teacher's desk, and a short time later Tule kicked a hole in the shell and emerged. Biology teachers were consulted as to proper diet for an infant turtle and the children have kept the pet well supplied with flies for his menu.

NEW MEXICO STUDIES EDUCATION FINANCE

SANTE FE, N. M.—An exhaustive study of revenue sources and taxation systems in other states will be undertaken this year by New Mexico educators, who have long realized that a need for a new school revenue and taxation system exists in their state.

Under the present system, failure to collect taxes in any county in the state is immediately reflected in curtailment of the school year, delay in paying teachers' salaries, or in a cut in the school budget. New Mexico educators feel that this is wrong, that the schools should be the last instead of the first government division to suffer from delay in tax collections.

At present the schools are supported chiefly through a tax levy on real property. Under a constitutional provision no county may levy more than eighteen mills for school purposes except to meet interest and sinking fund requirements. In many counties eighteen mills is not sufficient to provide adequate school facilities and maintenance.

Chelsea Teachers Pledge Relief

CHELSEA, Mass.—Chelsea school teachers at a meeting recently pledged 5 per cent. of their salary to relief of the city's unemployed. The money will be deducted from their salaries each week, beginning in February, and will be turned over to the city welfare department. At their meeting the teachers specified that the money must be used in welfare work and is not to go to the city's general fund.

Educator Urges Camping Courses

NEW YORK.—Colleges and universities, especially colleges of education, should recognize the value of camping in a scheme of education, Elbert K. Fretwell, Professor of Education at Teachers College, Columbia University, declared recently. Professor Fretwell urged that schools of education make provision for the training of camp leaders at the convention of Camp Directors' Association of America held at Buck Hill Falls, Pennsylvania.

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Michigan University Invites Teachers

ANN ARBOR, Mich. — Michigan high school and preparatory school principals have been invited to visit the University of Michigan to acquaint themselves with university requirements. Forty-nine faculty heads have accepted the invitation. They will be given an opportunity to see how their graduates are progressing.

Virgin Islands Seek Summer Students

ST. THOMAS, V. I.—Residents of the Virgin Islands are making a determined effort to induce summer students of New York University School of Education to pursue their studies at St. Thomas during the summer of 1932. An elaborate prospectus was prepared and presented to Dean Milton E. Loomis of the university when he was here at the invitation of Governor Paul B. Pearson and Director of Education George Ivins. It has been pointed out that more than 100 students here will be enrolled in summer courses to study with those who may come from the United States. A final decision on the matter, according to Dean Loomis, will not be reached until some time after his return to New York.

Mexican Students Strike; School Advertises for Others

MEXICO CITY. — Protesting against new methods of study and courses at the government's Indian agriculture school at Chapingo, near Mexico City, the entire student body recently walked out and went into Mexico City to protest to the newspapers. The more than 400 students said that they would not return to the school unless the reforms were abolished, and that they came prepared to go on to their homes in various parts of the republic. The school heads advertised for a new student body, asking all those qualified and wishing to enter the school to submit to entrance examinations. The school is maintained by the government for the agricultural education of selected youths from Indian tribes from all parts of Mexico.

EQUIPMENT NOTES

Chemists in School Again

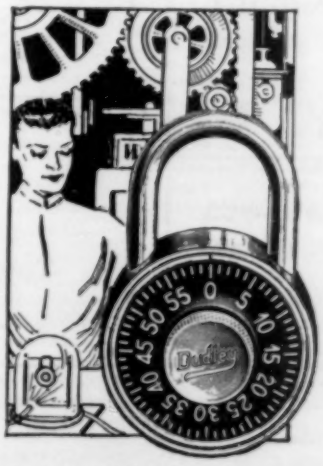
Industry sometimes detects a gap in the work of the schools and makes a move toward filling it. Bausch and Lomb Optical Company of Rochester, N. Y., did this not long ago by conducting a two weeks' school for chemists in the use of optical instruments. Very few universities, apparently, have yet offered anything like adequate instruction in the technique of instrumental chemistry, involving as it does the employment of a wide variety of optical tools. Fifteen practical chemists, representing some of the country's greatest industrial plants, were enrolled in the Bausch and Lomb school—and a more eager lot of students had rarely been assembled anywhere than these men, who were instructed by experts in the optical company's organization and by Professor Chamot of Cornell University, who handled the work in chemical microscopy.

The pioneering enterprise of this Rochester firm seems to have pointed out a demand which more of our technical schools should try to meet.

Locker Security

Ideally, of course, there should be little need for locks or lockers in schools, since all pupils should be honest. Unhappily, however, some have not attained that level, and the presence of one thief in a student body of a hundred or a thousand can result in serious losses of property. Accordingly, secure locking is important; doubly important when one considers that unlocked or poorly locked containers for pupils' apparel and other possessions are a temptation to the weak-willed who may not be habitually dishonest.

Dudley Lock Company of Chicago has recently devised two new combination locks which are said to be the acme of security and administrative



convenience. When the lock is snapped shut, the dial automatically clears so as to leave no trace of the combination for prying eyes to discover. The pupil is protected from his own carelessness. These locks give no clue to sight or sound. The company has been testing and perfecting these locks, which are so recent an invention that no printed literature is yet available.

Grins Between Grinds

United

A Negro teamster and a small boy were riding along, when the driver, to while the time away, cracked his whip at objects along the roadside.

"Let's see you hit that leaf," said the boy.

One crack sent it whirling into the air.

"Tickle that scarecrow's ear," the boy asked again.

The whip snapped accurately, without disturbing the stuffed effigy.

"Oh," the boy said, excitedly. "There's a hornet's nest. Hit that."

"No, suh!" the Negro replied, "A leaf am a leaf, and a scarecrow's a scarecrow, but that thing am an awganizashun."

• •

Incredible

James McNeill Whistler and a friend came upon a very small and very dirty newsboy in a London street. Whistler bought a paper and said: "How long have you been a newsy, my boy?"

"Three years, sir," replied the boy.

"How old are you?"

"Seven."

"Oh, you must be more than that!"

"No, sir, I ain't."

"I say, Charley," said Whistler, turning to his friend, "I don't think he could get that dirty in seven years, do you?"

• •

No U-Boat

The timid old lady was going to cross the Atlantic for the first time in her life.

Before booking her passage she decided to make a few inquiries.

"Is the boat that sails on Saturday perfectly safe?" she asked the steamship company's agent.

The agent nodded gravely.

"Madam," he said, "I assure you that in all the time this ship has been in the company's service, and that covers a number of years, not once has she gone to the bottom."

The old lady sighed with relief.

"In that case it must be all right," she replied. "Let me have a cabin, please."

• •

Circumspect

O'Fuddle—"They say your landlady is awfully cross-eyed."

O'Muddle—"Oh, awfully cross-eyed! Why, that woman can look through a keyhole with one eye, and up and down the hall with the other."

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Coming on the Air

(Continued from page 286)

accompaniment. "William Wordsworth," WEAF. April 14, What is Progressive Education? William Burnlee Curry.

3.15 P. M. A Working Woman Speaks, by Miss Josephine Casey, WJZ.

6.25 P. M. *John B. Kennedy, WJZ.

Friday, April 8

9.00 A. M. *Vocal Art Quartet, WEAF.

3.15 P. M. *The Modern Camp, Lee Hanmer, Director of Recreation of the Russell Sage Foundation. April 15, Major W. A. Welch, General Manager of the Palisades Interstate Park, WJZ.

7.00 P. M. *Salong Singers, WEAF.

Saturday, April 9

10.45 A. M. *Golden Gems, song recital, Theodore Webb, WEAF.

2.00 P. M. *National Security League, WJZ.

7.30 P. M. *Sonata Recital, Arcadie Birkenholz, violinist, and Mathilde Harding, pianist, WJZ.

8.30 P. M. *Economics and Psychology, WEAF.

STATEMENT OF THE OWNERSHIP, MANAGEMENT, ETC., REQUIRED BY THE ACT OF CONGRESS OF AUGUST 24, 1912.

Of Journal of Education, published twice a month at Boston, Mass., for April 1, 1932.

State of Massachusetts, County of Suffolk, ss.

Before me, a Notary Public, in and for the state and county aforesaid, personally appeared A. E. Winship, who, having been duly sworn according to law, deposes and says that he is Editor of the Journal of Education, and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management, etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, embodied in section 443, Postal Laws and Regulations, to wit:—

1. That the names and addresses of the publisher, editor, associate editor, and managing editor are:—

Publisher—New England Publishing Company, 6 Park street, Boston.

Editor—A. E. Winship, 46 Shepard street, Cambridge, Mass.

Associate Editor—A. W. Belding, 277 School street, Watertown, Mass.

Managing Editor — Isobel R. Lay, 60 Dartmouth street, Winter Hill, Mass.

2. That the owners are:—

New England Publishing Company. 6 Park street, Boston; Anson W. Belding, 277 School street, Watertown, Mass.; A. E. Winship, 46 Shepard street, Cambridge, Mass.; Isobel R. Lay, 60 Dartmouth street, Winter Hill, Mass.; Mrs. Mary M. Belding, 277 School street, Watertown, Mass.; Mrs. Abbie Meserve, 87 Linden street, Allston, Mass.

A. E. Winship,
Editor.

Sworn to and subscribed before me this 17th day of March, 1932.

ISOBEL R. LAY,
Notary Public.

(My commission expires October 13, 1933.)

• •

Courage

Let me but live my life from year to year
With forward face and unreluctant soul.
Not hurrying to nor turning from the goal,
Nor mourning for the things that disappear
In the dim past, nor holding back in fear
From what the future veils, but with a whole
And happy heart, that pays its toll
To Youth and Age, and travels on with cheer.

—Henry Van Dyke.

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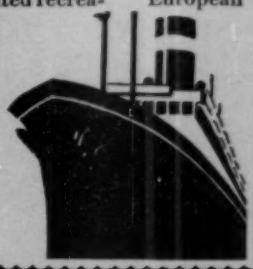

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